

# THE SCHOOL JOURNAL.

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MARCH NUMBER.—Among the very interesting articles that will appear in the March number of TREASURE-TROVE, we would notice an interesting story by Rev. Edward Rand; an illustrated article, "Our Near Neighbors," by S. C. Whit; the first of three pictures from French history, by Irving J. Romer; the second illustrated article on Astronomy; "A Description of Warwick Castle;" "Fashions in Low Life—"The Grasshopper," etc., etc.

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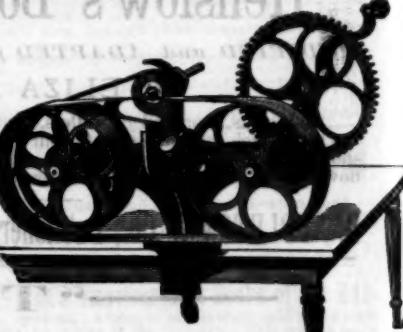
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# The School Journal.

ESTABLISHED 1870.

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AMOS M. KELLOGG,  
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There are American teachers yet who do not take an educational paper; but there are subscribers to the JOURNAL in Tabriz (Persia), Rio de Janeiro, Costa Rica (Central America), Hanover and Leipzig (Germany), Monastir (Turkey), Santiago (Chili), Honolulu (Sandwich Islands), Hilo and Lahaina (Hawaiian Islands), Huy (Belgium), Sydney (Australia), London, Glasgow, Paris, and other distant places not in enlightened America. There is a reason for this; not because the subscribers there have better salaries, but because they must keep pace with the educational thought of the age. Teachers who refuse to learn about their own profession do themselves untold damage.

Do you know of any such teachers? Send us their names, and we will send a copy of this JOURNAL to them with this paragraph marked.

"It is not just as we take it, *HACHATE*.  
This mystical world of ours;  
Life's field will yield as we make it,  
A harvest of thorns or flowers."

IT is a fact that ought to be often told, that in this and other large cities there are thousands of workers who labor sixteen hours out of the twenty-four for half a dollar, many of whom have children to support on the miserable pittance. Two women by working diligently for sixteen hours can make a cloak, for which they receive the magnificent sum of one dollar. There are several districts in the Empire State where the wages paid this winter are one dollar and a-half a week, the teacher boarding around; and there are many places where teachers are paid only two dollars a week besides board. A few weeks ago the car-drivers on one of the longest street lines were obliged to work fourteen hours for two dollars. A reform has been instituted, and now they hold the lines only half the day. The relation of labor to capital is one of the most important questions before our country. It must be settled in some way or riots will be the result. But in this contest the men have the advantage of the women. They have a vote, and it has a wonderful power. A person who can't vote, has no money and no trade, stands little chance of respectable recognition. As a general thing, capitalists will give no more than they are obliged to. They reason: "Here is work to be done; it must be paid for; this man will do it for one dollar; another will do it for fifty cents; the fifty cent man is my man; I have made a good speculation. What care I where he sleeps, or what he eats, or how his family get along. The work done and the money paid are the two factors in my account. Starvation is their misfortune." Capital has no moral character. A dollar cannot go to heaven. What shall be done about it? Make labor respectable in the eyes of the young. Let it be felt by every growing boy and girl in our land, that it is honorable to do anything that must be done. A scavenger may be just as honest in his work as a statesman, and in the eyes of justice just as worthy of praise. Any school that educates its pupils to despise honest labor and necessary toil as degrading should be wiped out of existence at once as a public nuisance. Better a thousand-fold that a boy should never know his letters than that as a supercilious aristocrat he should assume superiority to the working-men, because he happens to know a little more of mathematics. The bricklayer who lays up his work well is just as much of a king as he who eloquently pleads a cause or preaches a sermon.

THE most expressive word in our language is *grit*, unless we except the word *pluck*. Courage is a magnificent term. It pictures to us battle-fields, burning houses, and the torturing pains of persecution. It seems to be high, far above us, like that boy of Longfellow's in "Excelsior," lost in the mists of the mountain summit. But grit and pluck are words every boy understands. It makes him jump into cold water when bathing, and climb a high tree after a crow's nest. These words are not always expressive of good, for they may apply to the prize-fighter as well as the preacher; but courage always means something good. It takes a "dare-devil" to commit a burglary; grit and pluck to have a tooth pulled, but *courage* to say "No!" when tempted to sin. This is just that firmness we need to-day. It gives the growing lad the ability to have backbone among his companions. It is not grit and pluck, but something far better, and is the most important branch of study taught in our schools to-day—far more direct in its bearing on the future welfare of individuals and the nation than any other.

IF one nation educates her children thoroughly, other nations must become equally thorough or fall behind in material prosperity. In the system of public education is a nation's strength. This to-day makes the difference between Germany and France. The one is a nation of thinkers, the other is not, and

the result will be, that in the next war France will become a province of the empire of Germany. The public systems of instruction in England and our country, in many respects, are imperfect, and both countries are feeling the effects. We fail in making teaching a profession and in establishing uniform methods of promotions from the lower to the higher schools. We bring politics into the election of school officers, and thereby make the tenure of office exceedingly uncertain. When a teacher is old he has no prospect ahead except charity, if disabled and poor. We have no *system* of public supervision.

If we had a central government, acting without political or religious prejudice, that could intelligently direct educational affairs in all parts of the country in some systematic, efficient, and uniform manner, arranging some equitable means of supporting schools in all the states, taught by good teachers who were assured of life-long work and reasonable pay, we could look forward to the educational superiority of the United States of America over all the other nations of the world. As it is we cannot.

It has been said, we must educate or we must perish; but it is possible to *educate so as to perish*; so as to take away all professional character from the work of the school-room, and turn what might be a system into a machine. It is possible to arrange our affairs so that one place is amply provided with good schools, while another has none at all. It is possible to manage so that in one city illiteracy is reduced to a minimum, and in another increased to a maximum. It is possible to reduce educational qualifications and incentives to so low a grade that one-fourth of those engaged in teaching will leave the calling each year. This is the condition of affairs in the State of New York.

Somebody says: "This is the doleful view of an educational pessimist." Not at all. The most optimistic physician, if skillful, looks the disease of his patient squarely in the face. He covers up nothing. He weighs all chances. He knows all remedies, and bases his prediction of recovery upon all conditions. We have thousands of excellent educational workers. They are studying systems and methods most thoroughly. They have visited all civilized countries, and gathered learning from all authors who have ever written on educational subjects. We have universities, colleges, and normal schools doing excellent work, and thousands of supervising officers who thoroughly understand their business. What more can be wanted? A great deal. We want some inter-state authority by which a certificate issued in one state shall be taken in another; we want, in other words, confidence, based upon legal enactment, so that a professional teacher can change location without detriment to his professional standing. We want some kind of educational doctrine and practice fixed by law, and some kind of professional permanency guaranteed during good behavior. We want school-work and school officers placed just as far from political control as doctors, lawyers, and ministers now are. We want that the general government should take just as lively an interest in educational affairs as it now does in financial and official. We want Congress to feel that it is more important that the department of public education shall be administered efficiently than the departments of law or patents. We must come to this. We are coming to this. It will be through much difficulty, through expensive strikes and riots. We shall be forced to the issue, and compelled to conclude that in the proper administration of the schools of our land is bound up the safety and prosperity of our country; for ignorance, or what is almost as bad, poor teaching, is the cause of an unlimited amount of poverty and distress. It cannot be disputed that the proper arrangement of a national system of education is the most important question before the American nation.

## WHERE THE TEACHER STANDS.

Suppose a young man takes a school in a town of 5,000 inhabitants—where does he stand? Do the best people of the town say, "This person, because he is a teacher, must be a cultivated gentleman, and, therefore, desirable to have in our parlors?" Hardly. Unless he is a cultivated gentleman, and accustomed to the ways of good society, he will get little social recognition. Quite different would be the case if he were a lawyer, a doctor, or a minister, or even a merchant; these are invited into the society of the town without delay. The teacher at present stands below all these, socially. Why is it? Society is not a fool, usually; it is wise, discreet, even if conservative and careful.

1. We must admit that many, if not most, enter upon teaching as a stepping-stone to something else. This is of itself enough to condemn teaching in the eyes of the public. "The man has not entered on his life's work," they say; but the lawyer, the doctor, the minister, have selected the work they intend to get a living by. The disdain of teaching is not a disdain of teaching *per se*; but the man who is a teacher to-day is often to-morrow an apprentice to the lawyer or the doctor. The profession pays a penalty for this want of permanence.

2. If the teacher feels that he will do better as a lawyer, for example, than as a teacher, who can blame him for leaving his work? No one. But do lawyers, on the whole, do better than teachers who work just as hard? It is doubtful. Take one hundred young men, each twenty years of age, of equal talents; let fifty become first-class lawyers, and the other fifty become first class teachers, and we venture to say that the teachers will get about as much worldly comfort as the lawyers—if they prepare as carefully, and continue to bring the same intellectual exertions to bear afterward. Here is the rub.

3. The lawyer has a library; there is not a new decision of the judges that he does not post himself on; he thinks steadily and persistently—and on this thinking he grows and becomes a man. The teacher (usually) owns no library; he knows not, and cares not for the decisions of Pestalozzi, Froebel, Arnold, Tate, or Payne, on educational matters. He has no debate with adult minds on matters that come before him. He goes not beyond the little round of grammar, geography, arithmetic, reading, and spelling. He has no wrestle with intricate questions that pertain to the living world, and consequently he bears about an immature mind. The world sees this; the world estimates him for what he is.

4. The teachers certainly do lack in professional spirit. Look in our cities, where the teachers have the best opportunities, are they forced there? Do they maintain courses of lectures; do they meet for discussion? Do they accumulate libraries? "No," says the teacher, "why should we? We are not required to know more than to teach the class assigned to us." This reply is an honest one; but it shows why the public rates the teacher as it does, and it shows the public to be right.

5. The profession suffers from the sins of its forefathers; it suffers because a majority say; "We will not advance beyond the attainments we possess." The public sees few teachers attaining to eminence in history, science, art. But why should they not? Why should not a teacher read history, and lecture on it, and still remain a teacher? Why not study chemistry, and lecture on it, and remain a teacher? Why not study natural history, and lecture on it, and remain a teacher?

6. The teacher must determine to contribute to society what the lawyer, the doctor, and merchants do. When he does society will surely know it and surely recognize it. He must advance.

7. Not only does the profession suffer from heredity, it also gains by inheritance the labors of good men and women in the past. The work of Hunter, Garrison, Scott, and others, in the Saturday Normal Schools of this city blossomed out at last into the magnificent Normal College.

Let every teacher attempt to advance the standing, the honor, and the emoluments of his profession; he may not get a dollar more by his efforts, but a future generation of teachers will.

Gov. Hill in his annual message to the New York Legislature says of the Board of Regents:

"The board consists of twenty-three members. Their principal functions are to visit and inspect colleges and academies, and to report thereon annually to the legislature; to confer such honorary degrees as European universities usually confer; to approve the incorporation of colleges and academies; to have the care of the state library, appoint its librarian, and make rules for

the use of the books; to have care of the State Museum of Natural History; to establish and regulate the Regent's examinations and teachers' classes in certain academies and academic departments of union free schools, and to distribute to such academies and departments the money annually appropriated for the purpose from the Literature and United States Deposit Funds.

The visitations and inspections referred to are of rare occurrence, data for the Regents' annual reports on the colleges and academies being furnished through reports from these institutions to the Regents. The power to confer honorary degrees is usually and appropriately exercised by the colleges and universities, and such testimonials thus granted are held in a certain esteem, but as the Regents are generally regarded as a purely ornamental body, and membership a sort of pleasant retreat for respectable gentlemen of literary tendencies, the degrees conferred by them lack the essential value in the public mind which attaches to degrees conferred by real institutions of learning. Few new colleges or academies are instituted, and those could well be incorporated under general laws. The state librarian is amply qualified to perform all the duties pertaining to the state library, and the director of the State Museum of Natural History is quite competent to perform the duties relating to that institution. All the practical work of organizing and supervising what is called the Regent's examination and the teachers' classes, as well as most of the other work supposed to be done by the Regents is already excellently well done by the secretary of the Regents and his assistants.

I think there is no necessity for the official existence of the Board of Regents. Its corporate name is deceptive and misleading. Its powers and duties can be intrusted to other and appropriate hands without detriment to the public interests, thereby saving to the state the annual expense of its maintenance and dispensing with the anomaly of a two-headed educational system and the confusion of a divided and sometimes conflicting superintendence in the same public schools.

With the growth of our public school system the legislature wisely established a department of public instruction, united in its superintendent ample power and an individual responsibility, and invested his office with all the organization and machinery necessary for an efficient supervision and administration of the school system of the state.

"I recommend that the Board of Regents be abolished; that its powers and duties relating to the schools be transferred to the Department of Public Instruction, and that its other powers and duties necessary to be provided for, be transferred to other appropriate departments and offices already established and maintained by the state."

These recommendations are wise, but the time for action on them has not yet arrived. There are other changes that must come first. The Supt. of Public Instruction must be selected from the educators of the state, he must have a permanency of office; the same is true of the school commissioners; the present library system must give way, and a reference library be put in every school-house; the term of teachers' institutes must be lengthened and made into normal schools in effect, and the teachers arranged into classes and pursue a systematic work; the reading circles must be organized as parts of these county normal schools. These are some of the changes that are pressingly needed in our state.

The teachers' classes ought to be under the supervision of the Supt. of Public Instruction to prevent clashing of authority. The so-called Regent's Examinations, consist of questions prepared by a clerk and sent out to academies and union schools, have done considerable good, and like all quantity-work, considerable harm. Properly modified they should be extended to every school in the state, and the certificate of Supt. of Public Instruction given to successful ones. We are in favor of a strong State Board of Education to manage all our educational interests.

The mind must be conscious of a surface before it can be conscious of the limitations of a surface; surfaces are the first points of observation, lines the second; it follows that surfaces should be reproduced first. A surface cannot be reproduced without limitations—so the reproduction of a surface includes the reproduction of lines. The reproduction of surfaces presents the least resistance; therefore the child should begin with surfaces.

Color is not an essential attribute of form; the blind man's concept of form may be as perfect as that of a seeing person; but color is the essential, if not the only product of sight; therefore color is the means of recalling forms through the great recalling sense, the sight. A surface, to the eye, is an area of color limited by meeting another color or colors at its edges; the meeting produces that relation of surfaces called a line. We judge extent through color—by past tactile experience. A form of the same color is not of the same color to the eye, owing to the shades that perspective present to the sight. By color is meant the direct effect of all surfaces upon the sense of sight.

Drawn lines in themselves do not represent that which the eye first cognizes in observing form; they present the products of touch rather than that of sight; they require a greater effort of the mind to imagine what they symbolize, than do the representation of colored surfaces.

Children, like savages, fairly revel in color; their first object of sight is generally something red. Few things delight little ones more than a box of paints and a brush. The importance of teaching color can hardly be overstated. If we follow the children they will generally lead us in the right way.

Theory and practice have thoroughly convinced me that painting should precede and lead up to drawing. The little folks under my superintendence, and under the direct teaching of Miss Helen R. Montfort, have been painting for nearly two years. This is generally done in connection with lessons in elementary science. Roots, leaves, flowers, and fruit are painted as these objects are studied. I shall describe the work, in detail, in future "notes." The results, although relatively crude, are wonderful; they are revelations of power, discrimination, and taste on the part of little children.

F. W. P.

PROF. S. S. PARKER, of the De Pauw Normal School, recently spent a day in Col. Parker's school at Normal Park, concerning which, in a communication to the *Indiana School Journal*, he says:—

We are free to say that we came away with a higher appreciation of Col. Parker's work than that with which we went. Much has been unjustly charged to him by over-enthusiastic and ill-judging friends—and foes. His work is that of a reformer who has the courage of his convictions. He is charged with lacking a philosophy of education. The lack is in his critics. They have set up some fictitious standard. The work as seen showed itself to be close, methodical, and full of thought. We shall do well to remember that the totality of truth is not comprised in the beaten paths, and that he likewise has a place who believes in possibilities as well as actualities. The real point of question is this: Col. Parker is a genius and is thus a law unto himself; can common minds safely attempt his methods?

If all college presidents were as successful in authorship and liberal with their money as President Seelye, of Amherst College, college students would be happier. Pres. Seelye, it is reported, recently received from the *North American Review*, in payment for an article, a check which rather staggered him by its munificence. He told one of his classes that his labor had been so small and the recompense was so large that he had concluded to make a present of the latter. Then he gave each member of the class, which numbered one hundred, a handsome copy of Bacon's Essays.

SOME changes have been made at Cornell. Of some of these the *Tribune* says:

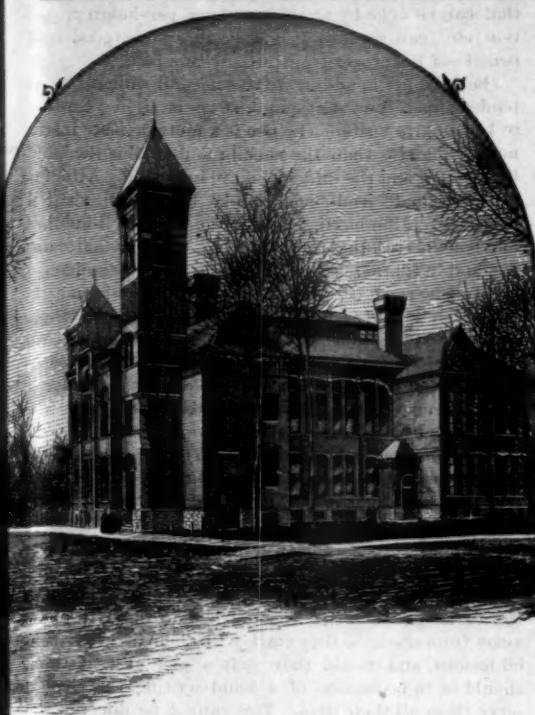
"The committee also established a new chair of pedagogy, and elected to fill this place Professor S. G. Williams, the present professor of geology, and secretary of the American Association for the Advancement of Science. Professor Williams has had large experience in the organization and management of primary and secondary schools, and was earnestly recommended for the place.

That chairs of pedagogy should be made in our colleges has been urged by the thinking teachers of N. Y. State. But who shall fill the chairs? In this case the professor of geology was selected! Earnestly recommended by the Secretary of the Regents!

There are those who have given themselves to educate body and soul, to understand it, to be able to teach it. Where are such to find places to employ their talents?

THE principals at their recent meeting at Syracuse, resolved unanimously that the next state superintendent of public instruction of this state should be "emphatically a school man." Good! The principals have back bone enough to express their opinions. This is what we want—first, opinions; and then pluck enough to express them.

HON. WILLIAM B. RUGGLES, State Superintendent of Public Instruction, N. Y., has recently resigned his position for the purpose of accepting a position in the state insurance department. Hon. James E. Morrison has been appointed his successor to hold the office until the assembly elects another officer. Eugene Bouton, Ph.D., of the board of institute conductors, is acting deputy state superintendent. No man has filled the office of superintendent with greater acceptance, or retired from the office with greater popularity. He has been fair, upright, and prompt in the discharge of all duties committed to his care. It is with feelings of sincere regret that we part with him as the official head of our school system. We voice the general feeling of teachers throughout the state, when we say that if any politician is to have the office, Judge Ruggles is the man among all the men in party life, who would receive their votes.



## EDITORIAL CORRESPONDENCE.

Ithaca is the university town of New York. Cornell University is an institution of which the whole country has reason to be proud. No one who has not visited it can have any idea of the wealth of its resources for promoting all branches of education. Its design is to afford the means of obtaining an education in *any branch* to any young man or woman who may enter its doors. Its endowments are ample, and the number of its faculty, buildings, libraries, and cabinets equal to the very best on the continent. In some respects it has no superior anywhere. This is saying a great deal, but it is nevertheless the truth. Its new president, Dr. Adams, recently of Michigan University, is doing excellently. He is a man of great learning and remarkable executive abilities. Ithaca is most delightfully situated on Cayuga Lake; the University is on a plateau about five hundred feet above it. Altogether, village and college, it forms one of the most notable spots in the Empire State.

The public schools of Ithaca have been for ten years under the charge of Supt. L. C. Foster, who, previous to coming to this place, was twenty years in the public schools of Elmira. These thirty continuous years have been well spent, and it is enough to say that he enjoys the universal esteem of the people, and the most perfect confidence of the Board of Education. The triumph of his work is the beautiful high school building. While sitting on the stage during the opening exercises, Supt. Edward Smith, of Syracuse, whispered to us that this building is the most perfect one of its kind he had ever seen. The cut at the head of this letter gives only a very imperfect idea of its real beauty and convenience. It is admirable in every respect—heating, ventilation, lighting, finish, arrangement. Only two others are equal to it. We refer to the high school buildings at Hartford and Bridgeport, Conn. Mr. Daniel O. Barto is principal.

The occasion of our visit to Ithaca was to attend the meeting of school commissioners and city superintendents, a full report of which we expect to present to our readers next week from the pen of the secretary, Com. J. S. Foshay.

The first evening was devoted to addresses by Hon. E. S. Esty, Com. A. G. Genung, Com. Jared Sanford, and President Delano. In the morning the condition of the New York State Reading Circle was considered. It was found that it has 1,057 active members, and that during the past three weeks over 3,000 sets of examination questions have been sent out by request, none being sent to any who are not ready to be examined. This is a great success, for active work was not commenced until last April. The N. Y. State Reading Circle is under the control of a board appointed by the commissioner and superintendents of the state; its course of reading is purely pedagogical, and at the close of six semi-annual examinations a diploma will be issued, which it is expected will receive the recognition of the state. New York is the only state that has organized its reading circle on a purely pedagogical basis. Its sole aim is to give its teachers a more thorough knowledge of educational

literature, and better prepare them for the work of teaching. It refuses to turn aside into the paths of poetry, eloquence, travel, or history; but says: "This one thing do." Persistently, earnestly, and consistently it proposes to keep right on, certain that it is on the right track. It doesn't believe the nonsense that some educational theorists advocate, that we have no science of education, and little settled educational practice. It believes in such works as Page, Jos. Payne, Sully, and Tate, and proposes to give an opportunity for all New York teachers to become acquainted with them. The unanimous testimony of the commissioners is that two good books is all the average teacher is able to master in six months, and that to add more would be to encourage superficiality. On this conviction, New York proposes to stand.

Com. A. G. Genung presented the relation of Cornell University to New York, in an able paper, showing the great liberality of the University to the sons and daughters of this state. Teachers' Institutes were discussed by Institute Conductor Barnes, in an exhaustive paper, and Supt. Edward Wait discussed the grading of rural schools. One of the most important matters before the association was presented by Com. J. L. Lusk, of Binghamton, in reference to State Aid to Education. He proposes "to increase the state rate until the public money is sufficient to pay fair wages to teachers, for twenty-eight weeks, in most of the 11,000 districts in the state, without increasing the total amount expended for all educational purposes, which now reaches in the state \$11,834,911.52." In an address of nearly two hours' duration he showed that "fifty-three counties will gain more than they will pay by increase of the rate and that the rural portion of the state now pay 37 per cent. heavier local taxes for teachers' wages than are paid by the cities, and have seven weeks less schooling during the year, and pay the teachers about two-fifths the rate of wages paid city teachers. The wealthy portions of the state should aid the poorer sections, on the ground that education is a common concern and interest of the state, the benefits of education not being hedged in by district, town, or county line."

He showed most clearly the injustice of excessive local taxation for school purposes. Com. Lusk was made chairman of a committee to present the necessity for the reform measure before the legislature now in session. This is a most important measure.

Twice this association has voted to ask the State Superintendent of Public Instruction to issue questions for the examination of teachers applying for licenses to teach. At this meeting, Deputy Supt. Bouton appeared as the representative of the State Department of Public Instruction, asking for an endorsement of the measure, so that it could be pushed before the present legislature, confident that the much-needed legislation could now be secured. After a long discussion, such authority was denied. This was a very strange decision, and, as it seems to us, a most unfortunate one. Such an opportunity may never occur, and why the commissioner did not take hold of the subject vigorously is more than we can explain.

Another matter was most singularly strangled in committee. It was the proposition to endorse the principle that a professional school-man should be elected as the next Superintendent of Public Instruction. It was not permitted to come to a vote. The members of the convention dodged the question. The finances of the meeting were in the hands of Institute Conductor H. R. Sanford, who can get more money with less trouble out of an educational meeting than any other man we ever met. As toast-master, after the excellent collation provided by the Board of Education, he showed the great versatility of his talents. Altogether, the meeting was a success, although in two respects it failed to toe the mark on important questions. The commissioners of this state are an ear nest set of men, and could they be appointed during good behaviour, and not obliged to tread the mill of politics every two years, they would be in a situation to do far more good than it is possible now. The ordeal of a biennial election, and the necessity of facing party issues, are great drawbacks to the efficiency of the superintendents of the free schools of this state. May the Lord hasten the good time when it will make no difference whether a superintendent is a Mugwump, Republican, Democrat, or Prohibitionist; when the only question will be, "Is he a good school man?" Then will come the time when teachers and superintendents can undertake the work of education for life, certain of bread to eat, work to do, and support when sickness and the infirmities of age overtakes them. The day is coming, gentlemen commissioners, although you refused to endorse measures

that more nearly concern your success than any others that could have been presented.

J. A.

## TOO! TOO!

By Supt. S. H. JONES, of Erie.

Slang? O, no; something worse! The word twice used above as a title is easily spoken and innocent-looking, but often it stands for the long, logy word, *indefiniteness*. Spoken dogmatically in sweet elocution, few suspect that this little word "too" hides so much that is akin to ignorance. I quote from a book written by a veteran educator:

1. Avoid too long lessons.
2. Avoid too much drilling.
3. Don't put too much reliance on the raising of the hand.
4. Be careful not to let criticism run too much to fault-finding.
5. Do not depend too much upon the eye for criticism.

Here are five of the little foxes found close together, everyone serving as a screen to *indefiniteness*. A person need not attend a normal school in order to be able to answer such questions as these on the practice of teaching:

Should teachers avoid too long lessons? Should they drill their scholars too much? Should they put too much reliance upon the raising of the hand? etc. A child could get a hundred per cent. on them.

Another author, a teacher of long experience, writes: "Teachers should not talk too much." Now, who said that they should talk too much?

An "expert" in teaching writing lays down this important direction: "Lead-pencils should not be too large." No one, I think, has recommended that they be too large.

While observing some "model" teaching in one of the largest normal schools in this country I heard the teacher say: "Draw a line about two inches in length." In a short time the air was full of "O, Johnny, you have made it too long!" "Mary, you have made it too short!" One little fellow whose line was "too short" gave the same reason for making it as he did, as his neighbor who made it "too long"—that he thought it was "about two inches in length."

In the reading of many articles on school architecture, I have been told that stairs should not be "too steep," and only one writer, out of the large number, was kind enough to inform his reader what he considered as "too steep."

I was just reading on "examinations," in which the writer says: "Examinations may be held regularly, but not too far apart." Not a word in explanation of what is lying in ambush behind that "too!"

There are other words of the same family that are valiant soldiers of the king of *indefiniteness*: "Some," "plenty," "good deal," "often," etc.

The amount of mental confusion bred by such use of "words, words, words," as Rousseau has it, is nothing to rejoice over.

## TEACHERS' EXAMINATIONS.

W. W. SPEER.

Questions which test a person's power to think and lead to habits of observation are better than those which test the memory and encourage the memorizing of unorganized facts. The questions which state and county superintendents ask have a great influence in directing the thought of teachers and in shaping school work. Anyone who will take the time to analyze the effect of these examinations will have no difficulty in perceiving this fact. The kind of work done in the schools is modeled upon the examinations of state and county superintendents, for teachers must keep prepared to pass these examinations, and must fit some of their pupils for the same test.

If you wish the schools of your county to waste their energy on dates and details in history, ask questions which necessitate, if all questions of relative value are to be answered, a prodigious amount of cramming. If you wish them to memorize definitions and rules, ask for definitions and rules, and all, or nearly all, the teachers in the county will be filling the mouths of their pupils with finely constructed expressions of other men's wisdom, which, to the children are stumbling blocks. If you wish the country school teachers to drill their pupils in parsing and analysis instead of training pupils to observe and to express their thoughts, put into their examination a paragraph or two from "Paradise Lost" or Pope's "Essay on Man," for them to parse and analyze. If you wish to judge of the educational progress of a

state or county, read the examiner's questions. Put into your schools what you wish in the state; put into your examinations what you want in the schools.

Bigness is different from greatness. The musician who can blow the biggest blast you ever heard, is immense! How big he is! The crowd cheers and applauds. Jesse James, with long black locks flung back behind his ears, a fierce mustache, and a black eye, was the greatest man in the world in the opinion of his admirers. Big men are very positive. "I say I won't and there's the end on't." They think they have strong will power, but they haven't. They are as weak as skim milk. Put them where they are powerless to resist, and they will cry like children. Bigness is always a coward, greatness never. Big men are common, great ones scarce.

## THE SCHOOL-ROOM.

### QUESTIONS FOR TEACHERS' EXAMINATIONS.

BY SUPT. HISEY, Marshall Co., Iowa.

#### THEORY.

1. By what device would you cultivate the power of attention?
2. Why is the training of the perceptive powers so important?
3. What do you mean by associative memory? Why cultivate that rather than arbitrary memory?
4. What should be the main features of a training, as distinguished from an accumulating system of instruction?
5. How is the mind developed?
6. Why is it wrong to attempt to give children ideas of form from verbal descriptions?
7. Name the subject of a lesson which you think will provide for the exercise of the pupil's own mind on concrete facts. State explicitly what you think it necessary for the child to do with the lesson in order to be permanently benefited by it.
8. Name different kinds of busy-work for primary pupils which you have used in school.
9. What educational books have you studied?

#### THEORY.

*Limit each answer to five lines.*

1. What is the difference between seeing and observation?
2. Can you describe an object without making a comparison? Illustrate.
3. State anything you thought worthy of note in the September or October numbers of your school journal.
4. Mention any thought in which you are specially interested that you have read in some educational work. State where you read it, and what practical application you can make of it.
5. Write five lines about Horace Mann or Joseph Payne.

#### LESSON IN FORM.

MARY A. SPEAR.

PURPOSE OF LESSON.—To review spheres, and to teach spheroid,—to lead the pupils to seek for similar forms in the vegetable kingdom.

Teacher, standing before her class, says:—"You have told me that the shape of the ball is —" turning towards Frank.

"The ball is perfectly round."

"What name do we give to bodies that are perfectly round, Lewis?"

"Spheres."

"Tell me some things that are spheres, May."

"Marbles, shot, peas, cannon-balls, oranges."

"I will give you an orange, Carrie; you may tell me if it is a sphere."

Carrie takes the orange and rolls it on the desk.

"Yes, it will roll every way; it is a sphere."

"Here is another, Harry; see if this will roll as well."

Harry tries the orange.

"No, it will not roll one way because it is flattened a little."

"Lizzie, try this apple."

"It rolls one way, but not all ways."

"Is this apple or this orange a sphere, Willie?"

"They are not spheres because they are flat at each end."

"How then can you tell me the shape of this orange?"

"It is almost a sphere."

"There is a word which means 'almost a sphere,' it is

spheroid. I will write it on the blackboard, that you may see how it looks. Now, Eva; will you tell me the form of this orange?"

"It is a spheroid."

"And the apple, Grace?"

"That is a spheroid, too."

"All try to think of some other fruits that are spheroids; as you mention them I will write the names on the blackboard."

"Peaches, plums, lemons, some kinds of tomatoes, gourds, melons, cocoanuts, pecan-nuts, hickory-nuts."

"Very well, tell some fruits that are spheres."

"Some varieties of grapes, Chinese nuts, gooseberries, currants, blueberries, huckleberries, cranberries."

"Each one may take a slate and write sentences describing the forms of these fruits, using the word sphere or spheroid."

#### WRITING IN PRIMARY GRADES.

By LYMAN D. SMITH, Hartford, Conn.

Author of "Appleton's Standard Penmanship."

(No. 2.)

Give children as fair a chance to learn to *write* as you give them to learn to *read*, and you will make them fluent writers as well as fluent readers.

If it be necessary to have daily practice in reading, it is equally necessary to give daily lessons in writing, to secure good results, and to bestow as much attention upon teaching it as is bestowed upon the reading lesson. It isn't pleasant to find fault with the manner in which classes are often allowed to go through their writing exercise, nevertheless it is a fact that the *attention*, the *instruction* given is in no way equal to the instruction and careful drill given to teaching reading. Writing is as susceptible of being taught as many other subjects, and presents as wide a field for *labor—downright, hard work*—as any other branch, perhaps har'er, but in many instances it consists in the class being told to "open their books to such a page, and to write it carefully," etc.; no instruction being given in movement drills, or board illustrations. This is not the way reading is taught. Correct pronunciation, inflection, expression, etc., are insisted upon, and pupils are required to read, again and again, until an appropriate degree of perfection is acquired by them. To teach writing *successfully*, the same amount of care and patience must be exercised by the teacher. To conduct a class in writing well, pre-supposes more or less skill on the teacher's part in handling the pen or crayon, and while many teachers without this power get very good results, those who possess it have a great advantage.

#### FIRST LESSONS IN WRITING.

Shall they be given with slate and pencil, lead-pencil and paper, or with pen and ink? There are those who think that *slate-writing* is the proper thing to pursue the first year or two from the beginning of the child's writing career. I am not one of this number. I should much prefer to take charge of fifty young pupils who had never touched a slate-pencil, and had never written at all, and instruct them in writing, than to take the same number who had had full swing with slate-pencils for a year or two. The less there is of slate-writing, conducted as a *writing-lesson*, or otherwise, the better both for the pupils and the teachers who make their acquaintance a year or two later, and commence (if they have the courage) to get the kinks and knots out of their fingers, and to keep them out. Aside from this, the writing done on the slates by the little five and six-year-olds, though sometimes very beautiful in slant, spacing, and in other ways, always seems to lose itself when they come to write on *paper*. It is not denied that slate-work has to be done, still the fact remains that slate and pencil are not the best instruments to use in learning to write. The writing lessons for beginners should be given on *PAPER* from the beginning—*pencil and low-calendared paper being the best materials that can be used*. A good lead-pencil, like Eagle No. 8, or Dixon, same grade, properly sharpened—medium sharp—and not less than four and one-half inches long, should be used. This advice is given after an experience of twenty years in teaching penmanship, during which time the "pen-and-ink" plan has had its trial, and found undesirable both for pupils and teachers. Twice as much ground can be covered in one year with the lead-pencil and lead-pencil books having low-calendared paper, as with the pen.

Were it not for the reason that there are some who still cling to the idea of giving beginners pen and ink with which to make their first attempts at writing, I should not allude to this feature so particularly. All

that can be done by way of teaching pen-holding, position, etc., can be done just as easily with a good lead-pencil—of the proper length—as with a pen.

There is no use in adding to the natural difficulties attendant upon the young pupil, seven or eight years old, in learning to write. The pen is a more delicate instrument to handle than the pencil; add to this the handling of *ink*, and the difficulties are increased. After one or two small lead-pencil books have been written, proper attention having been given to pencil-holding, movement, etc., the eight-year-old can graduate into pen-and-ink practice, and start out with confidence. He has learned the *handling* of the pencil, and the transition to pen and ink is comparatively easy. Right here it may be said that the skill acquired with the pencil-and-paper practice does not lose itself, but shows itself to the pupil's advantage in the ready manner in which he adapts himself to pen-and-ink practice. The change has been from *paper* to *paper*, and not from *slate-pencil* and *slate* to *paper*. There may be those who will say that *lead-pencil* and *paper practice* is one and the same thing with *slate* and *slate pencil practice*. Not so. The lead-pencil and paper work is a sort of compromise between the two, though approaching more nearly to ink-writing than to slate-writing.

With good instruction in the public schools, children can be taught to write a good, legible hand in three years from the time they start with their first lead-pencil lessons, and should they quit school at that time, should be in possession of a hand-writing that would serve them all their lives. This cannot be done by the old machine method that requires children to write an entire copy-book that contains *six different words only*, and these words only after a four-months' drill on thousands of fragments of letters, isolated letters, etc. Not at all. Wise teachers have begun to see that children in the *primary rooms* can be taught to write *legibly* the entire script alphabet in about a year, and they appreciate the benefits of this advance over the arbitrary machine method of the old systems, as it helps them as well as the pupils. Having the written work of these pupils to examine from day to day, they are naturally desirous that their pupils should follow the method that leads into writing in the shortest and easiest way. Forming hundreds of isolated letters on page after page, followed by isolated words having no meaning or connection, is time wasted. Life is too short to spend time in forcing scientific analysis of simple forms upon children's brains who need *hand training* instead.

#### TO PRIMARY TEACHERS.

In starting a class of beginners with pencil and paper, or lead-pencil books, great care must be taken to secure fairly correct pencil-holding—equivalent to pen-holding—before launching out too freely into the writing-book. Teachers are very apt to err at this early stage in their haste to get into the copy-book. It is better to work several weeks ten or fifteen minutes daily in familiarizing the children with the handling or holding of the pen, giving drills in lateral movement, sliding the hand and fore-arm across the copy-book (holding the pencil blunt end downward), each pupil carrying a little pasteboard chip, or something similar not metallic, on the wrist at same time. Teachers can easily supply these little chips or buttons, and keep them handy, to be given out at each drill, as rubbers are given out in the drawing lesson. It requires but a moment to give them out or to collect them. It *pays* to do it. I have had primary classes do this for a month, and get good returns always for the trouble. I have seen the movement drills carried through five or ten minutes with hardly a "chip" rolling off. Too much drilling to secure the habit of moving the hand and wrist as a unit, from the elbow, as a pivot, can hardly be given. Without these lateral drills, the pupils fall into the habit of twisting the hand from the wrist-joint—a very bad habit.

[TO BE CONTINUED.]

#### STATE QUESTIONS.

These are not special state examination questions, but questions that should be asked by all teachers in every state, suggesting topics that should be known by every advanced pupil in every state in the Union. Similar questions have been used in Ohio:

#### QUESTIONS.

1. Bound the township, county, city, or state in which you live.
2. Draw maps of the same, giving streams, railroads, towns, and cities.
3. Give the area in miles and acres; also population at last census.

4. When, where, and by whom were they first settled? Give incidents.  
 5. When was the state admitted into the Union?  
 6. When was the present constitution framed?  
 7. Name the first territorial and the first state governor.  
 8. Give name, date, location, and history of battles fought within the state.  
 9. Give names of principal railroads now completed.  
 10. Give, in order of size, the names and the locations of cities having a population of more than ten thousand.  
 11. Name the counties that are bounded by lake, river, or the ocean.  
 12. Name five noted men connected with its early history.  
 13. What Presidents has the state furnished?  
 14. Name and locate the principal educational institutions. Give characteristics.  
 15. Describe the public school system of the state.  
 16. Give the names of the leading educational, religious, and political journals.  
 17. Give the names of the principal publishing houses.  
 18. What authors has the state furnished? Name works.  
 19. What are the principal productions animal, vegetable, mineral, and manufactured?  
 20. Who is the present governor, and what is his salary?  
 21. Name and define the departments of the state government.  
 22. Give the rank that the state holds among the states of the Union.  
 23. How many congressional districts in the state? Name yours, and who is your representative. Salary.  
 24. Give the name and residence of the U. S. senators. Salary  
 25. Name the present State Supt. of Public Instruction.  
 26. What was the state's record during the late war? How many troops, and what distinguished officers?  
 27. For what is the state specially noted?

## LESSONS IN THE TONIC SOL-FA SYSTEM.

BY PROF. THEO. F. SEWARD, Brick Church, N. J.

It is my hope that many will be induced to make a trial of this "natural" system of teaching music. When they are told that thousands of school-teachers in Great Britain have been led to teach music by the simplicity of the system, who could not or would not have taught the staff, they should feel encouraged to make a beginning.

In presenting the subject, I shall have to study condensation constantly, owing to the limited space that can be allowed. I shall not therefore treat the subject "normally," i. e. in the manner of an object lesson. As my audience is to consist of teachers, I shall assume that the space is better occupied in giving the material to be used, than in showing how it should be presented to the pupils. Those who wish more minute directions on this point are advised to send to Biglow & Main, 76 East 9th street, New York, for a copy of the Tonic Sol-Fa Music Reader.

**QUALITY OF TONE.**—Let every example given to your pupils be soft and sweet. To develop a soft tone in them use the vowel sound of oo. Sometimes give them a pattern with loo, looh or laah to be imitated by them. When laah is used, see that the mouth is well opened, yet be careful that the vibrations are thrown forward as if the tone were produced between the front teeth rather than in the throat.

**THE METHOD.**—The Tonic Sol-Fa system is based upon the truth that, to the voice, all keys are alike in their mental impressions. The singer has nothing to do, for instance, with the fact that the key of C has no sharps, while the key of D has two sharps. The singer has no consciousness of those technicalities, but sings the scale as the scale, with no change of thought or impression in different keys.

The laws of nature indicate that the tones should be taught by chords and not by the steps of the scale. Hence the tonic chord is developed first. Give your pupils first the tones of Doh and Soh at a convenient pitch. Exercise them with the hand signs and then place them on the board, thus:

SOH

DOH

After having them sing to your pointing, with frequent changes of key (i. e., giving them a Doh at a different pitch), erase the last two letters of the syllables, and show how a new way of writing music is provided, which is called the Tonic Sol-Fa notation. Several lessons may then be written on the board, as follows:

d d s s d s d d s s s d  
 d d d d s s s d d s d d  
 d s s s d s s s d d s d

Do not forget to change the key frequently, so the

pupils will become accustomed at once to sing by relation, and not from a fixed pitch.

After dwelling a short time on the two tones, introduce the tone Me. Let the pupils name the three tones as you sing them to loo or laah, and decide for themselves where the new tone should be placed on the diagram, which will then stand thus:

SOH.

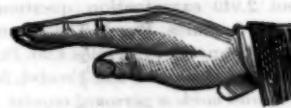
ME.

DOH.

Practice them with the hand-signs, by pointing, and in "ear exercises." By this is meant singing the tones to laah, the pupils naming them as you sing. Drawings of the hand-signs are given below.



SOH.



ME.



DOH.

The following exercises may be written on the board:

**KEY D.** Tones, DOH, ME and SOH.  
 d d m d m m s m s s m s m d

**KEY F.**  
 d m s s m d s s m m s s m s d

**KEY C.**  
 d s m s d d m s m d m m s m d

**KEY E.**  
 s m d m s s s m s m d m s m s

**KEY G.**  
 m d s m m d s m m m s s m d m

## WAYS AND MEANS.

## COMPOSITION EXERCISES.

**First.** Read aloud a short selection from the school readers. Let the pupils take down the sentences as they are read. At the end of the lesson let the children exchange papers, and with the book before them correct each other's exercises in spelling and punctuation. Have the exercises returned to the writers, that they may note the errors.

**Second.** Read the same selection on the following day, the children sitting with folded hands simply listening. At the close of the reading the pupils take their pencils and write out the story in their own words. The exercises are then exchanged and corrected as before. During the time for corrections, questions may be asked, remarks made, and improvements noted. H. S.

## PREPARATORY GEOGRAPHY.

Illustrate "place-words" as "in," "over," "above," "between," "around," etc. Have the pupils show right hand, left hand, point to right-hand side of desk, left-hand side, front, back, right-hand front corner, left-hand front corner, right-hand back corner, left-hand back corner. Point to the north, to the south, to the east, to the west. Application to school-room. What is north of us, east, etc. Bound the room. Carrie may bound herself. "I am bounded on the north by Julia, east by Emma, south by the table, west by the blackboard." The streets north, south, east, west of us. Bound the block, etc., extended.

## QUIET GAMES FOR THE EVENING.

**Word-Making.**—Take a long word—say *Fortunate*, and make all the short words possible from combinations of some or all the letters contained in it, never using a letter more than once in the same word, unless the parent word has two. Example: For; tune; ate; or;

Nat; orate; O; A; at; eat; an; on; ten; and so on *ad infinitum*. The dictionary will be eagerly consulted.

**Game of Twenty Questions.** One thinks of something, and the others ask twenty questions about it, taking turns. The questions should go from the general to the particular; beginning with which kingdom it belongs to. The teacher may have to settle disputed points, but it is a splendid exercise, as well as a very interesting play. The one whose question leads to the discovery of the thing thought of, thinks of the next topic or thing to be found. Questions must be answerable by Yes or No.

**Throwing Light.** Two persons hold a conversation about something, describing it in every way, but not mentioning its name. Whoever guesses may join the conversation, also without mentioning name. If this shows the guess was wrong, they are out of the game. This goes on until all have guessed or failed, or until the children are tired.

MAY MACKINTOSH.

## WRITING EXERCISES.

Write each letter separately on the blackboard, explaining the principles of which it is composed. One or two new ones each day will be sufficient. Let the pupils practice these on waste paper, slates, or blackboard before writing them in their copy-books. If any very good letters are found on the waste paper, transfer them to the "specimen board." At the close of the writing period, collect and compare the books, giving the name of the pupil having the best letter or page. After several letters have been practiced, select words that contain them, and practice upon these.

## ABSTRACT NUMBER WORK.

Be slow in reaching the abstract; make easy examples from the articles described; use also other objects in the room, even including the members of the class; then follow objects of memory, and lastly abstract numbers. In answer to the question: "Do you teach numbers or figures first?" more than half of the members of an institute said they had been in the habit of setting the youngest class to work making, reading, and using figures some time before they had received any instruction about the numbers for which they stood.

If the little people know a few figures when they enter school, and make them on their slates to keep themselves occupied, I should not hinder them. Years ago children began their mathematical education by learning to count; and the lingo meant no more to them than the,

"Intra, mintra, cutra, corn,

Apple-seeds and apple-thorn,"

which we droned out in our summer evening plays. Teach your pupils that a group of two things is mentioned as "two," a group of three things as "three," and so on. They will seem to make little progress the first few weeks. The teacher is ashamed to tell how long her class has been dealing with numbers under ten; but if they are made accurate first, and then rapid, what untold multitudes of wasted hours will be spared them in the more advanced grades! How often, even in the high school, nearly every member of a class fails to obtain the correct answer to a problem because of blunders in simple addition or division? The mistakes made in business transactions, too, for lack of early drill are frequent and embarrassing. It pays in every branch to lay good foundations.

JAMES H. HOLMES.

## AN INTERESTING GAME.

Lay off on the floor with chalk a figure of a horse-shoe, large enough to hold the class standing on the curved line. In the middle of the opening mark a cross. Place one pupil on the cross to answer questions to be asked by members of the class numbered in order, beginning at 1. The pupil on the cross should receive a mark for every question answered, or a nice card. When the pupil on the cross fails to answer a question, the one putting the question receives a card, and takes his stand on the cross to answer questions, which place he holds until some member of the class gives him a question that he cannot answer, when a change takes place as before.

I place in the center a pupil, sometimes of a lower grade, to hand a card for every question answered. This may be continued during the time of recitation, the teacher only looking on, and deciding questions on which there is a difference of opinion. When the recitation closes, each pupil counts his cards, the one having the largest number gets the game or has the best lesson. This is really an interesting game, one that children take great delight in, so much so, that they sometimes substitute it at play-time for the games that are usually played. The plan is well suited to primary arithmetic, geography, and orthography.

J. H. McCALLIE.

## TABLE-TALK.

Many daily papers are devoting a portion of their columns to subjects of special interest to teachers. Here are a few questions from Philadelphia which will interest teachers. Some of these topics would be excellent for an evening's discussion. We can hardly resist filling two or three columns with thoughts suggested by them, but our space is limited and we can only hint what might be said if time were longer and papers larger. Here they are:

1. What is your favorite study?
2. What game, sport, amusement, entertainment, or form of mental or physical occupation affords the greatest amount of pleasure?
3. What is the earliest age at which a healthy child should be sent to school?
4. Upon what trait of character or quality of mind does success in life largely depend?
5. Has the happiness of the human race increased in proportion with the spread of education?
6. What American in public life, since the Declaration of Independence, has rendered the greatest service to his country?
7. It being conceded that teachers, especially those in many of the public schools, are underpaid, what would be a fair average monthly salary for teachers' work?
8. What is the greatest number of pupils which one teacher in the usual school hours and by the usual methods of teaching can instruct, without disadvantage to the pupils?
9. What study commonly pursued in schools could be dropped to the best advantage, in order to substitute for it the daily reading of some standard newspaper?
10. What dish is the crowning achievement in the science of American cookery?

\* \* \*

Industrial education is coming to the front. Here is a scrap, cut from a Milwaukee paper, written by E. W. Krackowizer, of the Cook Co. normal school. It is good to talk about.

"Manual training" is a misnomer just in so far as it leads men to interpret its meaning as compassing anything else than *training the mind through the hands*. Our "min's" are not born with us, ready-made entities; but they are organic and functional new-growths, so to speak, consisting of impressions *via* the senses (which the newer psychology designates "elementary ideas"), and judgments automatically evolved by analytical and synthetic comparisons. In other words, the elementary attributes and their relations can be cognized only through the senses. Hence it follows, that just to the extent in which the avenues of perception, i. e., of mind-building, are neglected or ignored, to that extent exactly will the mind be stinted or crippled. For any judgment is valuable, of course, only to the extent that the elementary ideas upon which it is based are accurately apprehended in themselves and their relations. In consequence, not the eye alone, but all the other senses, too (especially the tactile and muscular), should receive, I will not say "training," but *employment*, rather—constant, all-sided, and, above all, systematic—to the end that from the kindergarten to the high school, word-cramming, and "fiddling" may be replaced by mental development in its truest, broadest sense.

Can any one object to this, if so let him or her speak. Our columns are open to brief, sharp replies and suggestions.

\* \* \*

The following lines were accidentally dropped off of Miss Mackintosh's article, on "What not to Teach in Color," published in the JOURNAL, Jan. 9. Cut it out and paste it to its antecedent.

A black color is due to the absence of stimulation of any of the nerve-ends; and between bright white and black there is a gradation of weak whites which are called grays. Fatigue of the retina causes it to become insensible to a color long looked at; when white light is then looked at, it appears of a hue complementary to the color the sense for which has been exhausted."

In concluding this fragmentary paper, I would only say, that my object in writing it has been to bring this subject into notice among my co-workers as a fruitful field for original investigation."

\* \* \*

Here is a reported scene.—A primary class in a public school in this city. Johnny, a six year old, is idling.

Teacher.—Johnny, why are you not writing on your slate?

Teacher.—Johnny, you must say, "I have no pencil."

Teacher makes Johnny repeat the words several times to impress them on his memory.

It was a rule to pass water in a basin twice a day for the children to wet the sponges to clean their slates. A day or two after the above occurrence, the teacher was occupied and omitted to have the water passed.

Johnny holds up his hand.

Teacher.—What is it, Johnny?

Johnny.—There hasn't been any water passed.

Teacher.—Why, Johnny, you know that is not a correct manner of speaking.

Johnny.—Yes, ma'am.

Teacher.—Well, Johnny, what should you say?

Johnny.—I have no pencil.

## READING CIRCLES.

## ITEMS OF THE NEW YORK STATE READING CIRCLE, JAN. 20, 1886.

No. of members,	1059
No. of counties represented,	43
(This does not include N. Y. City or Brooklyn).	
No. of com'r. districts represented,	59
Other states represented,	17
No. deaths,	1
No. examinations in July,	136
No. of examination questions called for and sent out the last of Dec., '85,	1985

Circular letters were sent to each member in September and December. The average number of letters received and answered daily is seven. The banner com'r. district is E. J. Swift's, Chautauqua Co., (112 members.)

It has been somewhat widely circulated that the New York State Reading Circle is a failure, but the above report is a sufficient answer to this label; for, as can be seen, it is a great success.

To send out 2,040 examination questions on such works as Payne's Lectures, Page's Theory and Practice of Teaching, Johnnot's Principles and Practice, The Lives and Works of Pestalozzi and Froebel, to those who have read them and made a personal request for a written examination on them, is not failure, but success. In addition, it is a fact that there are many who are reading the New York course of study who do not wish to take the examination. We make this statement on the authority of Supt. Edward Smith, of Syracuse, and many others in places to know what they are talking about. We know that more than a thousand of the teachers of this state are reading and taking the semi-annual examinations, and we believe that at least five hundred more are reading without the examinations. All this has been done since the first of last April. So far the New York Circle is not an experiment. One thing other states will please take note of. It is, that not a superintendent or commissioner in this state can be found who would add a single outside literary book to the course. The pedagogical course of reading meets with a unanimous approval of the entire body of supervising officers. This is a strong point.

## FOR THE SCHOLARS.

## SUGGESTIONS FOR A WASHINGTON MEMORIAL FOR FEB. 22.

Select three or four patriotic songs to be dispersed through the program, such as "My Country 'tis of Thee," "Star Spangled Banner," "Hail Columbia," "Rally Round the Flag Boys," etc.

One of the maxims of Washington may be assigned to each pupil. (See SCHOOL JOURNAL, Feb. 14, 1885.)

A composition on the life of Washington may be written and read by one of the older pupils. It should give briefly facts concerning his birth, station in life, early education, incidents of his early manhood, the principal events of his public life, the character of his private life, and a fitting eulogy at the close.

A pleasing performance, in which the smaller ones can take part, is an acrostic in pantomime. Construct the letters of Washington's name out of evergreens, give one to each of the pupils; marshal them in the order that shall spell the name to the audience, and while some one plays a soft march, let them walk out and stand in a line on the platform. A wire may be strung across the room, just in front of the platform, and hooks may be fastened to the letters, whereby they may be hung by the pupils before they retire. Another company of five might come out in the same way afterward, bearing the words, "The Father of his Country," and with longer hooks fasten these words so that they would hang beneath the name. A fancy dress for the children, or a quantity of evergreens twined about them, would add to the picturesqueness of the scene.

The older boys may give patriotic declamations; the girls, readings. Material for these may be found in the patriotic speeches abounding in school readers and "speakers." Anecdotes of Washington may also be found in his biographies, and almost any good reading book.

## TRIBUTES TO WASHINGTON.

## BY MANY NOTED MEN.

Cesar was merciful; Scipio was continent; Hannibal was patient; but it was reserved for Washington to blend them all in one.—PHILLIPS.

It matters very little what immediate spot may be the birthplace of such a man as Washington. No people can claim, no country can appropriate him. His fame is eternity, and his residence creation.—PHILLIPS.

All the good, whether learned or unlearned, high or low, rich or poor, feel that there is one treasure common to them all, and that is the fame and character of Washington. They recount his deeds, ponder over his principles and teachings, and resolve to be more and more guided by them in future.—WEBSTER.

George Washington may justly be considered one of the greatest men the world has produced. Greater soldiers, more intellectual statesmen, and profounder sages have doubtless existed in the history of the English race—perhaps in our own country—but not one who to great excellence in each of these fields has added such exalted integrity, such unaffected piety, such unsullied purity of soul, and such wondrous control of his own spirit.—ZEBULON B. VANCE.

As a general, he marshaled the peasant into a veteran, and supplied by discipline the absence of experience; as a statesman, he enlarged the policy of the cabinet into the most comprehensive system of general advantage; and such was the wisdom of his views, and the philosophy of his counsels, that to the soldier and the statesman he almost added the character of the sage.—PHILLIPS.

One of the most striking things ever said of him is, "that he changed mankind's ideas of political greatness." To commanding talents and to success, the common elements of such greatness, he added a disregard of self, a spotlessness of motive, a steady submission to every public and private duty, which threw far into the shade the whole crowd of vulgar great. The object of his regard was the whole country.—WEBSTER.

Liberty unsheathed his sword, necessity stained, victory returned it. If he had paused here, history might have doubted what station to assign him; whether at the head of her citizens or her soldiers, her heroes or her patriots. But the last glorious act crowns his career, and banishes all hesitation. Who like Washington, after having emancipated a hemisphere, resigned its crown, and preferred the retirement of domestic life to the adoration of a land he might be almost said to have created.—PHILLIPS.

## GOLDEN THOUGHTS.

Be loving and you will never want for love: be humble and you will never want for guiding.—D. M. CRAIK.

Lost yesterday somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.—HORACE MANN.

Waiting is good for the patience.—MRS. A. M. DIAZ.

A brave, able, self-respecting manhood is fair profit for any man's first thirty years of life.—THEODORE WINTHROP.

Bad habits gather by unseen degrees, As brooks make rivers, rivers run to seas.—DRYDEN.

Believe not each accusing tongue, As most weak people do; But still believe that story wrong Which ought not to be true.—R. B. SHERIDAN.

—And the night shall be filled with music, And the cares that infest the day Shall fold their tents like the Arabs, And as silently steal away.—LONGFELLOW.

But stop not at the gentle words, Let deeds with language dwell; The child that fosters starving birds Should scatter crumbs as well.

If we plant hate, then hate will spring; For love from hate can never grow; What we sow to-day, to-morrow may bring The proof, by its bloom, what sort of a thing Is the seed—the seed that we sow.

Bat whatever you are, be true, boys!  
Be visible through and through, boys;  
Leave to others the shamming,  
The "hazing" and "cramming,"  
In fun and in earnest be true, boys.

Speak gently to the erring one;  
Oh! do not thou forget,  
However darkly stained by sin,  
He is thy brother yet;  
Heir of the self-same heritage,  
Child of the self-same God,  
He hath but stumbled in the path  
Thou hast in weakness trod.

—F. G. LEE.

## STORIES FOR REPRODUCTION.

## THE CAT AND THE BIRDS.

A cat, hearing that some birds who lived in a martin-box near by were ill, put on his spectacles and his overcoat, and made himself look as much as possible like a doctor, and went and knocked at the door.

"I hear you are all sick," said he. "Let me in, and I will give you some medicine, and cure you."

"No, thank you," said the birds, who saw his whiskers, and knew it was their enemy, the cat; "we are well enough—much better than if we should open our door, and let you in."

## THE CRAB AND ITS MOTHER.

"My child," said a crab to her son, "why do you walk so awkwardly? If you wish to make a good appearance, you should go straight forward, and not in that one-sided manner."

"I do wish to make a good appearance, mamma," said the young Crab; "and if you will show me how, I will try to walk straight forward."

"Why this is the way, of course," said the mother, as she started off to the right. "No, this is the way," said she, as she made another attempt, to the left.

The little crab smiled. "When you learn to do it yourself, you can teach me," he said, and he went back to his play.

## THE WOLF AND THE GOAT.

A wolf saw a goat feeding at the top of a steep precipice, where he could not reach her. "My dear friend," said the Wolf, "be careful! I am afraid you will fall and break your neck. Do come down to the meadow, where the grass is fresh and green."

"Are you very hungry?" said the Goat. "And is it your dinner-time? And would you like to eat me? I think I will not go down to the meadow to-day, thank you."

And she capered about on the edge of the rock, still looking down at the greedy wolf.

To give a false reason is to practice deceit.

## THE FOX AND THE LION.

A little fox was out playing one day, when a lion came roaring along. "Dear me," said the Fox, as he hid behind a tree, "I never saw a lion before. What a terrible creature! His voice makes me tremble."

The next time the fox met the lion, he was not so much afraid, but he said to himself, "I wish he would not make such a noise!"

The third time they met, the fox was not frightened at all. He ran up to the lion, and said, "What are you roaring about?" And the lion was so taken by surprise, that he walked away without saying a word.

## THE FOX AND THE CRAB.

A hungry fox surprised a crab, who had left the sea, and was lying upon the beach.

"What good luck, to find a breakfast so easily," said the Fox, as he pounced upon him.

"Well, said the Crab, when he found that he was to be eaten, "this comes of going where I have no business; I should have stayed in the water, where I belonged."

## THE CROW AND THE PITCHER.

A thirsty crow spied a pitcher, and flew to it to see if there was any water in it.

When she looked in, she saw that there was water, but that it was so far from the top that she could not reach it, though she stretched her neck as far as she could.

She stopped, and thought to herself, "How shall I get that water? I need it, and there must be some way." Just then she saw some pebbles lying on the ground; and, picking them up in her beak, she dropped them one by one into the pitcher.

They sank to the bottom; and at last the water was pushed up by them to the top so that the crow could easily drink it.

"Where there's a will, there's a way," said the Crow. Learn from this fable, my dear child, to use your bright wits.

From *Aesop's Fables*, Ginn & Co., Boston.

## FRENCH DISCOVERERS.

BY K. E. HOGAN.

About 1520, the French King sent Verrazzani to explore the coast of North America. The navigator sailed along the coast from Florida to Nova Scotia, called the country New France, but attempted no settlement.

In 1534 and 1535, Jacques Cartier, a daring sailor and an unscrupulous man, discovered the St. Lawrence River, and planted a colony on the present site of Montreal.

The Indians had received Cartier kindly, had given him much information about the country, and had supplied his wants and those of his men. To show his gratitude for all these favors, the French leader on his return to France carried away their chief.

When in 1540 he again visited the St. Lawrence, in company with Roberval, the rage of the natives against him was so manifest that for a while it was believed the whole French colony would be destroyed. The storm was finally allayed, and Cartier returned to France to die.

In 1562, Coligny sent Ribault with a party of Huguenots, French Protestants, to form a settlement at Port Royal. The attempt was unsuccessful, and another body established themselves on the St. John's River. This second colony fell victims to the fury of a horde of Spaniards who had made a settlement in Florida, and claimed all the adjacent land.

The next attempt at colonization was led by Champlain, the most able and versatile of the early French voyageurs.

His first visit to America was in 1603, and two years later he, aided by De Monts, laid the foundation of Quebec.

After establishing his little colony, and sowing the first European grains ever planted in America, Champlain turned his attention to the new lands about him. He made numerous journeys through the country, sometimes quite alone, but oftener accompanied by a friendly Indian guide. In one of these expeditions he discovered the great lake that still bears his name, and on another occasion caught sight of the great inland sea we call Lake Huron.

Like all the great navigators of the age, Champlain still dreamed of finding the long-sought passage to Asia. He had coasted cautiously along the icy coast of Labrador, but soon became convinced that even if a north-west passage existed, the intense cold of the region would render a voyage in that direction impossible.

Suddenly, however, the French adventurer believed himself master of a secret of equal, if not greater importance. He had not discovered the north-west passage to Asia, but there was a western passage to Europe, across the American continent!

A Frenchman who had spent some time among the Indians returned to Quebec, and solemnly asserted, in the presence of the governor and other important personages, that during his sojourn among the natives he had traced the Ottawa River to its source. That said source was an immense lake, a lake far exceeding in size any of those yet visited by white men. That he had sailed many days across this lake, which had gradually closed in to a narrow channel. The channel opened into the North Sea!

Like the veracious Munchausen, the narrator removed all doubts from the minds of his hearers by giving proofs of what he said. The chief proof was that he had seen the wreck of an English ship washed up on the shore.

The bold, prudent, experienced Champlain spent six months in incredible hardship, seeking to reach Europe by sailing west from Quebec.

Disgusted and mortified at finding that he had been the dupe of an impostor or madman, Champlain returned to the colony, and attempted no more discoveries.

In 1620 he went once more to France, but only to bring over his wife and children. From that time he devoted himself exclusively to the good of the settlers.

In 1635, the first governor of Quebec passed quietly away, deeply mourned by those over whom he had so long ruled, and leaving no successor worthy to fill his place.

It was on account of Verrazzani's voyage that the French laid claim to the eastern seaboard of our country. It was this claim, and the rival English claim that led to the bloody French and Indian War; and it was the French and Indian War that caused the American Revolution!

So blindly do we struggle against God's will, ever ready to put our own wretched intelligence in array against immutable Fate—not blind Fate, but that Fate which is only another name for the law by which the

Creator governs the thing he has created—the universe.

## NOTES.

The thing accomplished by

Verrazzani,  
Cartier,  
Ribault,  
Roberval,  
Champlain.

Character of

Cartier,  
Champlain.

Who the Huguenots were.

## THE THINGS OF TO-DAY.

The English Parliament was opened Jan. 21. At 1:30 o'clock Queen Victoria left Buckingham Palace, and rode in an open carriage to the House of Lords to deliver her speech. This required considerable courage, for the life of a king or queen is usually in danger on such occasions. An assassin may be lurking anywhere in the great crowds that come out to see the sovereign pass, but no disturbance occurred this time. The people greeted her with hearty cheers all along the way.

Ireland is apparently on the verge of another land war, more bitter, more general, and more prolonged, perhaps, than any that has gone before. The old story of Irish restlessness met by English coercion is not likely to be repeated; the policy of force has failed so utterly that the English people themselves have lost faith in it.

The Queen of England opened parliament in person last week.

The House has very wisely passed the Hoar Succession bill as it came from the Senate. The bill now goes to the President who will doubtless sign it at once. The former defects in the bill have been remedied. In case of the removal, death, resignation or inability of both the President and the Vice-President, it vests the succession in the members of the Cabinet in the following order: Secretary of State, Secretary of the Treasury, Secretary of War, Attorney-General, Postmaster-General, Secretary of the Navy, Secretary of the Interior. In case the duties of the office devolve upon any member of the Cabinet, he is to act as President until the disability of the President or Vice-President is removed, or a President shall be elected. The existing law providing for a special election is repealed. Hence, if a Secretary should be called upon to act as President he would continue so to act for the rest of the term for which the President was elected, unless he should sooner die, in which case the duties of the office would devolve upon the next one in the line of succession.

From France there is nothing new except the liberation of all political prisoners. The Freycinet Ministry has declared itself opposed to colonial aggrandizement, and the declaration has been received with warm expressions of approval by the French Assembly.

There are signs of trouble in Greece, that country demanding an extension of territory because of the annexation of Roumelia to Bulgaria.

A man in Nicholas County, W. Va., has seven wild bears in a pen, and is fattening them for market. One of them already weighs 700 pounds.

One of the severest storms that have occurred on the Pacific coast began Jan. 17, and reached its height shortly after noon on the 20th. It extended from the northern boundary of Washington Territory to the southern boundary of California, and from the Rocky Mountains to the Pacific Ocean. There was an almost continuous fall of rain and snow, accompanied by wind, which from five miles an hour gradually increased to eighty-two miles an hour. Considerable damage was done throughout the city of San Francisco by wind and rain. Houses were unroofed, sheds, fences, trees, awnings, signs, church spires, and numerous smokestacks were blown down; huge plate-glass windows were shattered, basements flooded, and sewers broken. Cars were lifted from the tracks, and a covered wagon was caught up and carried some distance. No loss of life, however, has been reported.

Such has been the growth of New York City in the last few years, that with four lines of elevated roads, and surface cars on every avenue, the means of transit are by no means equal to the demand. The Third and Sixth Avenue cars are as much crowded during the "commission" hours, when the mass of business men and employees go to and from their work, as the horse-cars used to be in the days before the elevated roads were known. After the first two or three stations are passed every seat is occupied, and before long there is not even standing room. The structures are already bearing greater weight than they were constructed to bear, the trains cannot be made larger, or run closer together with safety, and yet the accommodations for passengers are inadequate. An addition to the facilities of the city in the way of genuine rapid transit will be necessary in the near future.

Queen Victoria, in her speech to Parliament, gives the following account of the trouble between England and Burmah, which summarizes the whole matter in a very few words:

"Greatly to my regret, I was compelled, in November, to declare war against King Theebaw, of Burmah. Acts of hostility on his part against my subjects, and the interests of my empire had since his accession been deliberate and continuous. These had necessitated the withdrawal of my representative at his court. My demands for redress were systematically evaded and disregarded. An attempt to confiscate the property of my subjects trading under agreement, and a refusal to settle the dispute by arbitration convinced me that protection of British life and property, and the cessation of dangerous anarchy in Upper Burmah, could only be effected by force of arms. The gallantry of my European and Indian forces under General Prendergast rapidly brought the country under my power; and I have decided that the most certain method of insuring peace and order is to be found in the permanent incorporation of the Kingdom of Ava with my empire."

## EDUCATIONAL NOTES.

## CONNECTICUT.

The graduating exercises of the New Britain Normal School, C. F. Carroll, principal, were held on the 28th. Teaching exercises were held in the model schools, from 9 to 12 o'clock, A. M. Graduating exercises in the Normal Hall, beginning at 2 o'clock, P. M.

The meeting of the Connecticut Council of Education at Hartford, Jan. 16, called together about forty superintendents, principals, and supervisors. President H. R. Montieh was in the chair, and despatched business rapidly. Principal F. F. Barrows, of Hartford, read an able presentation of the subject of "Over-pressure." A general debate followed. The Committee on Supervision presented a report; and by vote of the council the same committee was instructed to prepare for immediate distribution a tract or pamphlet embracing a criticism of the faults of supervision as it now exists, and suggestions and recommendations for the improvement of the same. The council voted to meet in special session at Hartford, Feb. 6, to receive and act upon such report. The following officers were elected for the ensuing year: President, N. L. Bishop, of Norwich; Vice-President, G. W. Flint of Collinsville; Secretary and Treasurer, A. B. Fifield, of New Haven. Executive Committee—F. F. Barrows, Hartford; A. R. Morrill, New Britain; A. P. Somes, Danielsonville; H. R. Montieh, Unionville. Six new members were elected, and the usual annual assessment levied.

## FLORIDA.

The governor has issued a proclamation setting apart Feb. 10 for Arbor Day.

## IOWA.

Chickasaw County, J. A. Lapham, superintendent, will hold two local associations during February—one at Lawler the 6th, and one at Ionia the 20th.

## ILLINOIS.

The teachers of Cook Co. held their regular monthly meeting, Jan. 9, for the discussion of school-room methods. The work of the reading circles was also discussed. There are fifteen in the county, and meetings are held every week. The majority of the teachers are much interested in psychology. Supt. E. A. Gastman, of Decatur, manager of the state circle, was present, and explained its organization. He called for questions, criticisms, and suggestions, all of which were freely given. He was opposed to red-tape, and favored the utmost liberty for all members. The course was planned for teachers as teachers, and teachers as human beings. If one could not complete the suggested course in the required time, let him divide the time to suit himself. Or if the course was too limited, let him double it. Reasons were given for the adoption of each book named. The course in Physiology was not intended to be a general one, but a specific one, to supplement the course in Pedagogy. It was proposed to give an examination at the end of the course, and a certificate or diploma based upon this examination. On a motion to extend the list of books for recommended reading, a majority voted in favor. Col. Parker favored collateral reading along with each subject, and a comparison of views so found. Seventy-one counties out of one hundred and ten have thus far organized circles. There are three thousand members.

It was suggested that a rule be adopted, giving credit for suitable reading outside of the prescribed course; also that there be a catalogue prepared, giving the names of books suited for collateral reading.

Durand met with a serious loss Jan. 12. The school-house, with all of the books and furniture, was destroyed by fire. School will be closed only long enough to find rooms and books.

## KANSAS.

The state association was a great success, both in numbers and enthusiasm. The body has grown so large that it is decided to continue the plan that was tried this year of dividing it up into sections. These will consist of common school, graded, and high school, normal school, college, and county superintendents sections. Each of these has a president, appointed by the executive committee. The sectional meetings were held each day of the session from nine to twelve A. M. Union meetings were held each afternoon and evening in the Representative Hall of the Capitol. Over eight hundred teachers attended the meetings of the various sections on Tuesday forenoon. The association was honored by the presence of Prof. Payne, of Michigan University. His many good thoughts were appreciated, but his lack of sympathy for the kind of work called "New Education" left an impression that scarcely harmonizes with the spirit that pervades the major part of the great body of teachers.

## NEW YORK.

The Chautauqua Teachers' Reading Union is the name of a new organization formed at a recent meeting of the Chautauqua Assembly. Dr. T. W. Bicknell was made president. Its sphere is that of general culture rather than strictly professional work.

The St. Lawrence Co. Teacher's Association was held at Gouverneur, Dec. 28, Pres. J. A. Haig of Madrid in the chair. Prin. W. L. Fitzgibbon of Massena, read a paper on "The Frequent Changes of Teachers in the Common Schools"; Misses Ella Kingstone, Alice Lewis, and Jennie McCloy discussed "Object Teaching"; Prof. Priest, of Canton, gave a lecture on philosophy; Mrs. O. A. Myers, of Gouverneur, conducted a class recitation on the human body; O. W. Dodge, of Ogdensburg Academy, read a paper on "The Relation of Student, Teacher, and School"; Miss Sarah Raymond, of Ogdensburg, opened a discussion on "Teaching Primary Numbers"; Miss Jennie Gurley read a paper on "Language"; Miss Jane Buttrich one on "Primary Teaching"; and A. M. Wiggins of Rensselaer Falls, one on "School Government." Another discussion followed, "How shall Physiology be Taught in our Schools?" opened by Prof. Sackett. The officers named for the next association are: J. A. Haig, president; Henry Priest, vice-president; M. R. Sackett, recording secretary; Geo. C. Shultz, corresponding secretary; G. A. Lewis, treasurer.

Professor Burritt has been obliged to resign the principality of Wellsville Academy on account of ill health.

## MONTANA TERRITORY.

The territorial institute was held at Bozeman, Dec. 29-31, and was the most successful one ever held in the territory. The lec-

tures delivered in the evening were by Dr. McMillan, of Deer Lodge, on "Classical Culture;" Prof. J. K. Davis, of Butte, on "Moral Teaching and Training;" Prof. Meyers, of Deer Lodge, on "The Old and the New Education;" and Miss Mary Layton, of Butte, on "The Effects of Alcohol Treated Physiologically."

The day sessions were crowded, and some good points were illustrated and learned. The most lively discussions were upon geography and arithmetic. Prof. Howard, of Helena, expounded what he considered to be the most successful method of teaching geography, and consigned formulæ and demonstration of greatest common divisor and least common multiple to his cabinet of curiosities, and insisted upon common sense being used in their stead.

The papers and discussions on primary work were, perhaps, the most profitable features in the institute, and notably those by Miss Tibbitts, of Missoula, and the illustrations by Mrs. Williams, of Gallatin City, of her method of teaching primary reading, and of Miss Kate Siebenaler, of Butte, of her method of teaching color and form. In grammar, Prof. W. E. Harmon, of Livingston, expounded the method of diagrams employed by Reed and Kellogg, and showed how this subject might be made interesting to the most prejudiced of pupils.

Mr. Koch read a paper on the physical and geological history of Montana. Prof. Shoemaker, of Billings showed the necessity of teaching music in the public schools, and explained how all teachers could, with a little application, place themselves in a position to teach music to their classes. Prof. Hunt, of Butte, drew attention to the importance of technical education. Prof. Gannon, of Anaconda, and Mr. King, of Bozeman, gave admirable methods of creating interest in descriptive geography.

W. W. Wyile, Bozeman, was elected President.

## MASSACHUSETTS.

The Normal Music-Teachers' Association, met at Boston, Jan. 9th, and discussed "Normal Methods in Teaching." Dr. A. G. Boyden, Principal Massachusetts State Normal School, Bridgewater; and "The First Steps in Music," H. E. Holt, Boston. This is a new organization formed last December, in the interest of sound and progressive educational methods as applied to the teaching of vocal music. The association will hold regular monthly meetings during the school year, which will be devoted to explanations and discussions of methods, and other exercises directly relating to the practical work of musical instruction. The association will welcome to its membership all directors and teachers of music, school superintendents, committees, school teachers, and others actively interested in the furtherance of the objects of the association as set forth by the constitution.

President, H. E. Holt, Boston, Mass.; First Vice-President, L. T. Wade, director of music in public schools, Wellesley, Mass.; Second Vice-President, M. R. French, director of music in public schools, Taunton, Mass.; Secretary and Treasurer, G. W. Dixon, Boston; Corresponding Secretary, E. O. Silver, Boston.

## NEW HAMPSHIRE.

The Hon. Isaac Smith, of Manchester, is to fill the vacancy in Dartmouth College, caused by the death of Hon. Clinton W. Stanley, of that city.—The winter term of the Watson Academy, in Epping, opened with 35 pupils. William H. Darritt, of Dartmouth College, is principal.—There have been more changes in teachers in Concord than usual this term. Miss Stubbs, principal of the Walker School, is promoted to the High School, and Miss Clapp, of Danvers, Mass., takes her place. Miss Fellowes, of the Merrimack Intermediate, has leave of absence, and Kate E. Fitzgerald takes her place. Miss Gage, of Union Street Primary, and Miss Ballard, of Walker Intermediate, have leave of absence. Hattie W. Roberts and Lizzie Palmer supplying for them. Hattie Kimball teaches the Walker Primary in place of Miss Palmer, promoted. E. A. FOLGER, Concord, N. H., State Editor.

## PENNSYLVANIA.

The Wanesburg College began its second term, Jan. 4. The normal term, conducted by Prof. A. J. Waychoff, which in three seasons has grown from an attendance of thirty-five to one hundred, will begin July 5, and continue five weeks.

The Beaver County Institute was held at Beaver during Christmas week. The instructors were: Hon. Henry Henck, Supt. T. M. Balliet, Miss Belle Thomas, and Prof. T. B. Noss. The "New Education" has a very fair hold in this county, and such men as Supt. M. L. Knight, of Beaver Falls, are hastening the day of better things.

The Westmoreland County Institute was held during New Year's week. This is one of the large institutes of the state, the enrollment being over 400. Supt. T. M. Balliet, Prof. Beard, Prof. Durling, and Prof. Noss were among the instructors. Supt. Balliet lectured Monday evening on "Education out of School." There was a school exhibit of the schools of Greensburg that indicated that some of the best teaching in the state is done in this little town.

The institute of Indiana County was held during New Year's week. Supt. T. M. Balliet spoke on Arithmetic and Psychology, Supt. Young on Physiology, and Prof. Durling on the Science of Teaching.

## TEXAS.

The Weatherford schools began work on Jan. 4. The school numbers about 400 pupils. They have one of the finest stone buildings, just completed, to be found in the state. The school board were very particular to select only "normal teachers." Prof. W. M. Crow, of Galveston, was elected as the delegate to represent Texas at the educational convention to be held at Washington, D. C.—The state normal at Huntsville now claims 300 students, each one agreeing to teach in the schools of the state for the term of three years after their graduation.—A movement is in progress by those in charge of the State University at Austin to connect the university directly with the high schools and colleges of the state, and by so doing be ready to take more directly into the charge of the university any pupils who may wish to attend.—There is a prayerful cry for more and better teachers. Quite a number of fine teachers have been added by the successful operation of the State Normal, and many more are here from other states, drawn from there by poor wages, and induced to settle here by the growing educational interests of the state.—The spring term of the Rosedale High School began at Mt. Sylvan, Jan. 4, to close June 10.

## PERSONAL.

PROF. S. F. HOGE, of the Edinboro Normal School, has been elected president of the new state normal school, at Defiance, O. He has been long known as an efficient worker, and this selection is but a just recognition of his merits.

PROF. F. V. IRISH made many warm friends at the Lock Haven Institute. The general expression was, "We want him again next year."

The many friends of JAMES JOHNSTON will be glad to learn that the climate of Tarpon Springs, Fla., is proving very beneficial to his health. He writes that he has not had a trace of asthma since he has been there, and that he is beginning to renew his interest in things terrestrial and educational.

At a meeting of the Oneonta County Educational Council, recently held in Syracuse, COMMISSIONER E. B. KNAPP, of Skaneateles, read a paper on "Glimpses of Geology in Oneonta County."

SENATOR STANFORD, who is to give twenty million dollars for the endowment of a great university in California, is the recipient of a good deal of gratuitous advice from persons who fear he does not know enough about education to properly equip and establish the institution. The chances are, however, that he is quite equal to the task of selecting his advisers, at the least, and that he can be trusted to found it wisely. The wealthy men who have hitherto created universities and colleges have been men trained in other than educational affairs, and the precedents are all in favor of Mr. Stanford's ability to dispose of his money in this direction to the very best advantage. There is a self-sustaining virtue in such a vast sum as twenty million dollars as will tend to insure the success of the noble enterprise.—*The Current*.

Twenty-five years ago MISS MARY A. RIPLEY, principal in the Buffalo, N. Y. high school, entered upon her duties as one of the faculty of the institution. The anniversary was fittingly observed by the faculty and pupils. She was presented with a fine gold watch appropriately inscribed. The occasion was a most pleasant and memorable one.

MONDAY, HON. W. W. CORCORAN celebrated his eighty-seventh birthday at his home in Washington. He was a year old when Washington died, and he has seen and remembers every President since Washington.

JAMES RUSSELL LOWELL said in his recent address at Bryn Mawr College, that appeals in behalf of retaining Greek in a college curriculum come from men who are "old enough to have forgotten their Greek, and too old to find any necessity for beginning to study."

## NEW YORK CITY.

The benevolence of the Board of Education in voting \$70,000 extra pay to teachers who have been over seven years in service has met with several checks, the most effective of which was an injunction granted by Judge Donohue, restraining the Mayor and Comptroller from signing the extra pay-roll.

Justice Dononue, after hearing the argument in the Supreme Court, Chambers, denied the motion to continue the injunction obtained by James J. Thompson, school trustee of the Twentieth Ward, restraining the Mayor and Comptroller from paying additional salaries to assistant teachers connected with the primary schools. Mr. Thompson maintained that the Board of Education had no authority to devote the city moneys to other than the necessary expenses of conducting the public schools, and that this was not a necessary expense.

Many teachers in the evening schools often have decidedly unpleasant tasks. Many Bohemians, who have but a poor knowledge of English, attend some schools, and are subjected to all sorts of annoyances from the English-speaking pupils, who frequently transfer their attentions to the teachers. Stone throwing was indulged in one school recently, and the teacher, G. T. Malcolm was bombarded every time he went to the blackboard. A pebble grazed his cheek, and he saw a downward motion of John Grady's hand as the missile whizzed by. The teacher had a lively argument with pupil Grady, whose desk was found well supplied with gravel, and then Mr. Malcolm turned the lad over to a policeman.

In the Harlem Police Court the boy said he had been assaulted by the teacher. The policeman testified that it took a platoon of police to keep the school in order on one occasion. Still, Mr. Malcolm said that he was not anxious to press the complaint, and the boy was reprimanded and discharged by Justice Welde.

The American Art Association is now exhibiting the pictures of the Salmagundi Club, drawn solely in black and white. Among the interesting features are Walter Shirlaw's illustrations of Goldsmith's "Hermit," Alfred Kappe's illustration of Tennyson's "Idylls of the King," Mr. Reh's sea sketches, and many architectural drawings. Many of our leading illustrators of books are represented on the walls, especially those of *The Century*, Harper's, and other prominent periodicals.

Under the direction of the various instructors who have presided over the department of elocution of the College of the City of New York during many years past, the selections for declamations by sophomores before the college have almost invariably been in prose. The new instructor has induced the students to make a change to poetry selections, and during the coming term the college will hear as much about Casabianca and Marco Bozzaris as formerly they heard about the Stamp act and Robert Emmet.

The Board of Estimate and Apportionment has some very important matters before it for consideration, but none more important than the educational. The amount asked for by the Board of Education may seem large—it is large, indeed; but as the number of children in the city increases, the schools must keep up with them, or a large part of the youth that need education must grow up in ignorance. It will pay better, even from a pecuniary point of view, to educate them than to take care of them in jail.

## LETTERS

GETTING THE THOUGHT IN READING.—What is the best means or method you can advise to improve the reading of a pupil who is very deficient in that subject? He can pronounce words quite readily, but does not seem to get the thought in reading. The deficiency is caused by an absence from school for about four years. He is reading in the third reader.

The best you can do is to work patiently with him at each lesson, until he does understand what he is to read. Before he looks at the lesson, find out whether he knows the meaning of the words. This should always be done when a lesson is assigned to a class. Develop the meaning of all unfamiliar words by using them—not by definition. Write them on the board for the pupils to use in sentences in preparing their lessons. In class, talk with the boy about the portions he does not understand, until they are clear to him.

SALARIES IN SUFFOLK CO., N. Y.—In the SCHOOL JOURNAL of the 19th inst., it was stated that in Queens and Suffolk Counties the wages paid to teachers are higher than in the other counties of the state, except those in which Brooklyn and New York are situated. From my own personal experience, as a teacher in both of these counties, and a resident of the latter, I beg to offer this correction. In a large district in Suffolk Co., where ten assistants are employed, the vice-principal receives the small sum of \$60 per month, and is expected to teach the sciences and Latin; her salary being only one-third of the principal's. In another large district where eight assistants are engaged, the vice-principal receives only \$42.50 per month, which is less than one-half the principal's pay. In a graded school of Queens Co., where 135 pupils are enrolled, the principal receives an annual salary of \$700, has an average attendance of 40 pupils, and in part acts as his own janitor. I might mention other places in Queens and Suffolk Counties, where mean, pauper salaries are paid good teachers, for a vast amount of work. Of course we can find like instances in other counties, but Queens and Suffolk have the reputation of paying their teachers very low salaries.

M. S. S.

COMPOUND PROPORTION. How can I make my class of sixteen-year-old girls comprehend Compound Proportion?

E. R.

Why attempt to teach it at all? Because of its utility? It is barely possible that one member of that class may have occasion to put into practice her knowledge of compound proportion. Because of the mental discipline it affords? The mind is disciplined by that which it can exercise itself upon. If these girls find it very difficult to grasp the principles of compound proportion when presented in the simplest manner, it is an indication that they are not ready for this exercise yet. Let them continue upon that which they can grasp; yet every day there should be put before them a new difficulty just one step in advance of the one they grasped yesterday.

MANAGING BOYS. I am about to commence a country school where no lady has ever taught, and the people think that a lady is physically incapable of managing the large boys. I do not apprehend any danger on that score, but would feel much more confident if backed by your good advice.

M. E. D.

Some one has said that every boy is like a steam engine. If you can get your hand on the throttle—his heart—you can control him as easily as the engineer does his engine; but all your force exerted in any other direction, will do no good. The methods of teachers are as various as the teachers themselves—no one's coat will exactly fit another; but every successful teacher does this one thing: in one way or another, he gets hold of the hearts of his pupils. Perhaps not by what he does so often, as what he is. If he is kind and sympathetic, he cannot keep this fact from the children. They will find it out, and will love him and be influenced by him accordingly. This broad, sympathetic spirit, which is really the teacher's "higher life," is especially set forth in Abbot's "Teacher," Kellogg's "School Management," and "Quincy Methods."

SPELLING.—Is it not a disadvantage to teach the Quincy Method of spelling in the primary department, when the old oral method is used in all the other grades? I have been a student of the Quincy Methods, both in books and in their school-rooms, and do not see how the two methods can succeed in the same school.

E.

If taught by the Quincy Method, the pupil will not be able to spell beyond his vocabulary when he enters the higher grades. He will be considered sadly deficient for this, and may be kept after school to study his spelling-lesson; but the ability he has gained in writing the words he is called upon to use will not desert him, if he is given any opportunity to keep in practice while he is in school. But, pursue the course that seems right to you, if you are at liberty to do so, and leave the future to take care of itself. There may be a change in the methods of the higher grades before your pupils reach them.

HOW TO TREAT INATTENTION.—In the November INSTITUTE, "M. T." ask: "How shall I treat inattention?" As this is a question of importance to every teacher, I wish that it may receive many replies through the open-letter department of the INSTITUTE. May I be allowed to give, briefly, my view of one side of the question?

A pupil must be taught to exercise his attentive faculties in school, as he will be obliged to exercise them in later life, i.e., by force of will, even though it may not afford him the novelty and variety of a trapeze performance. Children in our schools are never too young to exercise, in an appro-

priate degree, this will-power, and any education which neglects such development is unfitting, rather than fitting, for the realities of life. The first step toward this mental self-control is bodily self-control. Until a class has learned to keep a reasonably attentive attitude, mental attention is impossible. The point I wish to make, then, is this: Be sure the physical restraint is never too long nor too severe, and then require an attentive attitude. This will, without doubt, necessitate some discipline. Why not? Life itself is a discipline. What is there in character worth having that is not discipline? Blessed, indeed, is the man or woman who has been taught by the wise, kindly discipline of early years, the power of self-control!

The essential difference between work and play, or recreation, is in the degree of restraint exercised. Work, whether in school or out, implies restraint imposed by self or by others. Play implies, in a greater or less degree, the removal of such restraint. If every child born into this world would take to work as a duck to the water, how beautifully some of our theories would apply! Yes, let us make our lessons absorbingly interesting, when possible; but if we find, as we certainly shall, that it is not always possible, let us remember that the pleasure of work is oftener found in its results than in its process of accomplishment.

IDA WELLS.

LEARNING THE MULTIPLICATION TABLE.—Is there any plan or arrangement by which pupils can commit the multiplication table in an incredible short time? If so, will you please give the whereabouts of same through the SCHOOL JOURNAL? About three years ago, I saw, in some paper, an allusion to a claim of this character, but I have forgotten all the particulars.

M. S.

We know of no such arrangement, except the cram teacher. There are a few of these machines that will so operate upon a child's mind, that he will say nine times nine are eighty-one, in an incredibly short time—long before he can place upon the table three times three marbles. A child should never be asked to give the facts of the multiplication table until he knows them. Instead of having him commit to memory the results of unknown combinations, let him be learning to make combinations and separations for himself, within the range of his understanding. His work in school should not be writing rows of meaningless figures, but studying numbers, by means of objects, until he knows them not only as wholes, but in all their relations to the parts of which they are composed.

COLORADO'S ESTIMATE OF TEACHERS.—"J. W. H." of North Carolina, says he is proud of his state, but not proud of her system of education. Let me say, I am proud of my state and of her system of education. Colorado schools are among the best in the land; and Colorado pays her teachers. I can hardly conceive of a teacher keeping soul and body together on twenty-five dollars per month (which sum he says he receives). A teacher in a Colorado village school of twenty-five or thirty pupils receives sixty dollars per month. A county district, where perhaps there are from five to fifteen in attendance, pays forty-five dollars. Once in awhile a school board make the mistake of hiring some one to "keep school," for less wages. A few months show them their mistake, and a teacher is hired next time—L. G.

Better not let these facts be too widely known, or there will be an emigration of teachers to Colorado.

A DIFFERENCE OF OPINION.—I object to the statement by D. (Vol. XXX., No. 17, p. 267), that, "Where none save the waves and I could hear," is ungrammatical, and that "save" is a preposition, and should be followed by a noun or pronoun in the objective case. Byron wrote:

"Place me on Sunium's marble steep,  
Where nothing, save the waves and I,  
May hear our mutual murmurs sweep  
There, swan-like, let me sing and die."

Gould Brown says: "Some grammarians say that 'but' and 'save,' when they denote exception, should govern the objective case as prepositions. \* \* \* The objective case of nouns, being like the nominative, the case can be proved only by the pronouns." He gives the following examples: "Not that any man hath seen the Father, save he that is of God."—John, vi., 46.

"Few can, save he and I"—Byron's Werner.  
"That no man might buy or sell, save he that had the mark"—Rev. xiii., 17.

"All the conspirators, save only he, did that they did, in envy of great Caesar."—Shakespeare.

"All, save I, were at rest."—Frankenstein. J. W. Y.

ANOTHER CRITICISM OF "THE HUMBUG."—The author of "An Educational Humbug," like the Trojan war, mingles all things—human and divine. His comparison of intellectual with moral education is peculiarly inapt. Moral purity and mental growth are entirely different. The one is attained by preserving original innocence, the other by enlightening original ignorance; the one is essentially passive; the other essentially active. The morals may be tainted by a mere knowledge of vice, but the mind can only be strengthened by the exposing of error.

Again, the assertion that the endless multiplication of grammatical errors should serve the same end as the citing of a few, ignores the fact that the object of the latter is not to accumulate error, but to correct it. Perhaps the influence of bad grammar, unrebuted, like that of an unrestrained debauchee, is hurtful; but the criminal arraigned before the seat of justice, and humiliated before the eyes of all the world, can hardly have the same power for evil.

Finally, the above reasoning is confirmed by actual experience with children. I have never known of a case in which a child, from being required to correct a faulty expression, has adopted it in his ordinary conversation, and I challenge any other teacher to produce such an instance. On the other hand, I have known of many cases in which an alert habit of criticism has been induced by this method.

C. E.

Moral purity attained by preserving original innocence, is a contradiction in itself, and a practical impossibility in this world. The difference between an upright man and

a scoundrel is not a matter of knowledge, but of practice. The moral man is not good because of innocence; he knows considerable about evil, yet not as much as the bad man, who very evidently is not made better by his knowledge. What, then, makes the difference? It is that the moral man has formed habits of right-doing, the other of wrong-doing. We are all bundles of habits, mentally, morally, and physically. When these are right, the whole creature is right. Correct habits are formed by repeatedly doing what is right and avoiding what is wrong. It is all do, do, do—education by doing what is right, NOT what is wrong!

TEACHING THE ALPHABET.—Please advise me as to how I can teach a class of small children their letters, by the word method.

A. M. P.

Do not teach them. The child learns the letters incidentally very soon after he enters school.

## ANSWERS.

210. "Grand Mogul" is the popular designation of the emperor of Delhi, as the impersonation of the powerful empire established in Hindustan by the Mongols, who were called *Moguls* by the Persians. The first Grand Mogul was Baber, the great-grandson of Timur, who founded the Mongol empire in Hindustan. X.

211. Milne's *Inductive Arithmetic*, edited by Wm. J. Milne, Ph.D., LL.D. Prin. of Genesee Normal School, also Brooks' *Higher Arithmetic*, or Brooks' *Philosophy of Arithmetic*, published by Sower, Potts, & Co., Philadelphia. X.

213. A "Bland dollar" is a silver dollar with head of "Liberty" on one side, instead of a representation of the entire person. This style of dollar was introduced in a bill to Congress by Mr. Bland, and passed Feb. 21, 1878. T. V.

214. John C. Calhoun resigned the vice-presidency, Dec. 28, 1832. D. D. C.

215. In that part of the strait of Bosphorus next to Constantinople. A. M. McC.

217. Cincinnati has for several years been the centre of the population of this country, but it is gradually moving westward. T. V.

218. Martin Van Buren. A. M. McC.

219. Presidents John Adams, John Quincy Adams, and Franklin Pierce were residents of the New England states, at time of election. President Arthur was born in New England, but was a resident of New York State at the time of his election to the vice-presidency. T. V.

226. Alcohol was first distilled from wine by Albucasis, an Arabian chemist about A. D. 1000. T. V.

227. Lowell, in using the term "rosygilled," refers to the ruddy complexion for which the Englishman is noted, as we might say "ruddy-faced." T. V.

229. The ocean has four tides—flood and ebb tides, spring and neap tides. The former caused by the attraction of the moon; the latter by sun and moon in conjunction. S. A. S.

240. The lunar day equals 24 hours and 54 minutes, and the heaping of the water, from the momentum of flowing, occupies the Rem. 2 min., then, because the earth continues rotating, the same continues to occur. See Tides, Retardation, and Acceleration in the encyclopedia. S. A. S.

## QUESTIONS.

255. Of what is the brain composed; and does it ever change its color? If so, give the reasons. D. E. T.

256. Where is the "Texel" that Paul Jones sailed for after capturing the "Serapis," according to Barnes' History? F. C.

257. Is the producing of oil from the earth mining? If not, what is it? If so, would you call the persons who are engaged in producing it, miners? T. F. D.

258. Who invented the type-writer? When and where was it patented? C. W. B.

259. To what country does Gippsland belong? C. W. B.

260. Where, and from what was paper first made? C. W. B.

261. Where can these lines be found: "He who learns and learns yet does not what he knows; is like one who plows and plows yet never sows;" or near that? J. T. C.

262. Has Pa. a state university? R. J.

## HORSFORD'S ACID PHOSPHATE.

## BEWARE OF IMITATIONS.

Imitations and counterfeits have again appeared. Be sure that the word "HORSFORD'S" is on the wrapper. None are genuine without it.

## BOOK DEPARTMENT.

## NEW BOOKS.

**THE EDUCATION OF MAN.** By Fredrick Froebel. Translated by Josephine Jarvis. New York: A. Lovell & Co.

The Author of the American Preface informs us that the first work of Froebel was published in 1827, and is addressed to mothers, whom he thought the only persons competent to develop the harmony of heart, the intellect, and the hands of children under seven years of age.

The work has in it all the elements of kindergarten culture.

Twelve years more of Froebel's experience impressed him with the idea that no mortal woman has strength to do all that justice demands should be done for children. This experience led him to contrive the Kindergarten.

The work before us is full of enthusiasm, of sympathy, of the philosophy of mental growth, and of logical deductions. It is divided into four parts. The first treats of the "foundation of the whole," showing that "one eternal law acts and rules in all;" that the destiny of all things is to represent their nature through development; that the true science of life is to recognize the nature, coherence, and activity of life's workings; that education consists in raising man to a free, conscious living in accordance with the divine acting within him.

The second part treats of man in the period of earliest childhood, showing that bodily development is in proportion to the development of the senses; that with entrance of speech the inner nature becomes separated into its component parts, and strives to manifest itself outwardly, making the inward nature visible by means of the outward. At this stage in Froebel's system, the method commonly known as object-teaching begins.

The third part treats of man as a boy, showing that the "boy-time" is pre-eminently the time of instruction and the beginning of school discipline. By school, Froebel does not mean the school-room, nor school teaching alone but the conscious communication of knowledge as an aim. Here Froebel reiterates the value of family influences in developing an upright heart, a thoughtful mind, and a yearning desire to know and comprehend. Further on he shows that a "healthy development of a boy" leads him to avoid no difficulty, to run around no hindrance, but to battle with and overcome both. He shows that the magnitude of the first difficulty, is more imaginative than real, but the imagination, like the other faculties, being duly disciplined, the magnitude of the difficulty is greatly diminished. Yet it is the most difficult mountain to ascend. This being scaled, the second hindrance is only a high hill, the third a mere molehill.

The fourth part considers man as a scholar. "But what is a school?" he asks; and at once answers the question. Its aim is to bring the child into unity, rest, existence and life in God. When the boy enters school as a scholar, he rises from the outer and superficial to recognition, insight, and consciousness. Externalities are by no means the school-room, but the intellectual, living breath which animates all things.

The work then discusses what the school-room should teach, and closes with a brief survey of the whole.

**A COMPENDIUM OF GEOLOGY.** By Joseph LaConte, author of "Elements of Geology," and Prof. of Geology in the University of California. New York: D. Appleton & Co.

In the preparation of this work the author has succeeded in accomplishing his object. He has prepared a book, both interesting and instructive. No person who reads it with thoughtful attention will fail to be interested. His lucid description of geological agencies will "awaken a true scientific appetite."

Dynamical Geology is treated under the heads, atmospheric, aqueous, organic, and igneous agencies. Under the first-mentioned head, atmospheric agencies, the work treats of the origin and depth of soil, rate of disintegration, mechanical action of air and wind. Under the head aqueous agencies, the author treats of erosion of rain and rivers, rates of erosion, the transporting and the sorting power of water, stratification, flood plains and their deposits, levees, deltas, estuaries, bars, waves and tides, glaciers, icebergs, chemical agency of water, springs, artesian wells, and chemical deposits in lakes. His illustrations of these subjects are strikingly apt, and his style of description vivid and attractive.

Under organic agencies, the author reveals and explains important points in the history of the earth. He divides the subject into four parts: first treating of vegetable accumulations which throw light on the formation of coal and lignite; secondly, iron accumulations, showing the great beds of iron-ore found in the strata of earlier geological periods; thirdly, lime accumulations, explaining the formation of stones; and fourthly, the geographical distribution of species, throwing light on the laws of succession of organic forms in the earth's history.

Under the head igneous agencies, he shows the two great forces, one cutting down the land and elevating the sea, the other acting in opposition, keeping the balance of these forces and preserving a due proportion of elevation. In this are explained the phenomena of volcanoes and earthquakes.

The second part of the work is devoted to structural ge-

ology, treating of the density of the earth, its crust, the laws of continental form, origin of continents, of rocks, of fossils, and causes resulting in geological epochs.

**THE GERMAN VERB-DRILL.** By Adolphe Dreysspring. New York: D. Appleton & Co.

This work presents the mechanism of the colloquial and written language, and is adapted to school or home instruction. We do not hesitate to say that the appearance of such books is a most encouraging sign; they show the dissatisfaction that exists with the present methods. The "educational movement" is along the whole line. It may seem hard to say it, but it is true that our system of teaching has yielded so few results that the teachers have begun to look about for new methods. Mr. Dreysspring proposes the natural method of drilling the pupil to comprehend the intricacies of the German verb—that is, not a committing of verb forms from the book, but an *actual use* of the verb.

We deem the book more than a valuable addition to the text-books on teaching German; it is a book that will suggest much to any teacher of any language. It proposes a plan to interest the pupil in language, to look into expression, to study his modes of announcing thought, etc. We believe those who desire to teach their pupils to know German will find great help in this volume.

**THE TEACHERS' MANUAL.** By Hiram Orett, M.A. Boston: Thompson, Brown, & Co.

This volume, though issued several years ago, contains many points of interest to teachers of the present time. Its main feature is a treatise upon the "Discipline of the School," which covers the whole ground of school-keeping and furnishes the young teacher with practical suggestions upon the management, government, and instruction of the school, both public and private. Recognizing that employment is the best preventive of disorder, the author explains many methods of keeping the pupils busy, and developing their ability. The dignity and qualifications of the teacher are discussed in chapters, two, three, and four, in which will be found many useful hints. Chapter five gives a history of the organization and development of the free school system. Here we find that the first really free schools in this country were established in Connecticut in 1642, and in Massachusetts in 1643. The last chapter, on the divisibility of numbers, is extremely interesting, containing, among other things, the origin of arithmetical signs, and some arithmetical curiosities. Altogether, the book is one in which the subject of teaching is presented in a simple, entertaining manner, entirely free from technicalities.

**DIE DEUTSCHE SCHULE.** By E. Gerfen. First Course. Leibnitz, O.: C. K. Hamilton & Co. Price, 60 cents.

This volume has been prepared by one who is fully alive to the wants of the school-room, and is the outgrowth of his practical experience. The "Schule" is divided into ten parts, corresponding to the ten parts of speech; and each part is again subdivided into six departments—grammar, practical exercises, conversations, questions and answers, spelling, and reading. Each part comprises a four-weeks' course of study. This, the first course, includes parts one, two, and three; and if the author's plan of teaching be followed, twelve weeks will be all that is necessary to complete its study. The alphabet is taught first, in both print and script; then follow in order, vowels, diphthongs, consonants, cases, genders, numbers, etc. The more common words are then introduced, and sentence-forming commences. The lessons are graded to follow each other in natural order. Correct pronunciation is taught by having the sound of the German word spelt with English letters placed side by side with the German text.

**PRACTICAL WORK IN GEOGRAPHY.** By Henry McCormick, Ph.D. Chicago: A. Flanagan. \$1.00.

This is a book that has been in demand ever since the reform in methods reached the geography class. ForbIDDEN by the growing apprehension of true principles of teaching to place before little children the time-honored, "What is geography?" and "What is the shape of the earth?" The question of just what to do has been a difficult one for teachers to answer. The practice of beginning at home with the known, and proceeding outward to the unknown, has been recognized as the truly scientific method, and has been adopted in many places; but many mistakes have been made by those who attempted to follow it, and had very little time for planning the necessary details for carrying it out.

Mr. McCormick here furnishes not only general directions, but much of the necessary details of the method. His work shows—what is of great importance and very difficult to do in so extensive a field as geography—what to omit as well as what to teach. It is divided into three departments—preparatory, elementary, and advanced. The first gives suggestions for teaching direction, distance, and form; for lessons upon the home, township, county, and state; and for object lessons upon the various products of the animal and vegetable world, and of the industries with which the pupil is to deal so extensively in succeeding grades. The elementary part begins with general ideas of the earth as a whole, its shape, motions, surface/natural and political divisions. No definitions are given, but suggestions for the development of the correct ideas of all these things in the minds of the pupils. Directions for

sketching and molding are given. In the advanced department the countries are taken up in the same order as in the elementary, but more attention is given to the animal and vegetable life, the people, and their pursuits, and accomplishments. The book closes with a full pronouncing index.

## LITERARY NOTES.

Messrs. Funk & Wagnalls have offered \$1,000 to the person or persons who will name the author of the two books, "The Hunting Ball," and the "New King Arthur." Many persons have sent in names, but it has so far puzzled all the prominent writers, critics, and reviewers.

Ginn & Co. have issued a volume of essays by the late Prof. Lewis R. Packard, of Yale College. It is called "Studies in Greek Thought."

"Marlborough," by Geo. Saintsbury, of the "English Worthies Series," published by D. Appleton & Co., is meeting with a ready sale.

Roberts Bros. have issued a "Short History of Napoleon," by Prof. J. R. Seelye, which contains a striking portrait of Napoleon.

A few months ago, a French magazine gave a short history of the house of Cassell and Co., which they have reprinted in pamphlet form.

Houghton, Mifflin, & Co. have just brought out a new edition of James Freeman Clarke's "Ten Great Religions," in two volumes. D. Lothrop & Co. have begun the publication of "The Household Library" in monthly volumes, at fifty cents each, or five dollars a year. Number One is *The Pettibone Name*, by Margaret Sidney.

To Harper's "New Classical Series," under the general editorial supervision of Dr. Henry Drisler, have been added in a single volume, the sixth and seventh books of *Thucydides*, with an introductory essay, notes, and indexes by Mr. Lambertson, of Lehigh University.

## ANNOUNCEMENTS.

Ginn & Co., Boston and New York, will have ready in June, Eysenbach's German Grammar, revised by Wm. C. Collar, A.M.

G. P. Putnam's Sons make the following announcements of publications now in preparation: "Humorous Masterpieces from American Literature," edited by Edward T. Mason; "The History of the English Constitution," by Rudolph Gneist; "France under Richelieu and Mazarin," by J. B. Perkins; "Poetry as a Representative Art," by Prof. Geo. L. Raymond, of Princeton College; "The Boys' and Girls' Library of American Biographies"; "Robert Fulton and the History of Steam Navigation," by Thos. W. Knox; "Abraham Lincoln," by Noah Brooks; "George Washington," by Edward Everett Hale.

Messrs. Ticknor & Co., Boston, announce for early publication "Edge-tools of Speech," by M. M. Ballou; "Life of Henry Wadsworth Longfellow"; "The Life and Genius of Goethe"; and "Two College Girls," Helen D. Brown.

Estes & Lauriat, Boston, will publish a limited number of copies of the "Complete Poetical Works of Percy Bysshe Shelley"; a new volume of history, "The Early Hanoverians"; and "Food Materials and their Adulterations," by Ellen H. Richards.

## BOOKS RECEIVED.

AT THE OFFICE OF PRACTICAL TEACHER, CHICAGO.  
From Jansen, McClurg & Co., Chicago: (1) Brief German Grammar, by Wm. D. Whitney; (2) The Bar Sinister; a Local Study. Price, \$1.25; (3) Scott's Marion, edited by Wm. J. Rolfe. Price, 75c.; (4) First Lessons in German Reading. Price, 40c.

Lectures on School Hygiene. Ginn & Co. Mailing price, 88c.

From Potter, Ainsworth & Co., Chicago and New York: (1) Standard Composition Book; (2) Dinsmore's Model Script Writing Blanks; (3) Number Tablets for Supplementary Work in Arithmetic; (4) Howard's Elementary Arithmetic, (oral and written).

From S. A. Maxwell & Co., Chicago: (1) On Teaching, its Ends and Means. Retail price, 50c. (2) Lectures on Teaching. Retail price, \$1.00. (3) Theory and Practice of Teaching (Third). Price \$1.00.

Talks Afieid. Houghton, Mifflin, & Co., Boston. Price, \$1.00. Virgil's Eneid, Bucolics, and Georgics. A. S. Barnes & Co. The Vocalist. A. S. Barnes & Co.

Practical Work in the School-Room, Part I. A. Lovell & Co., New York.

Selected Words for Spelling Dictation. A. Lovell & Co. Elements of Natural Philosophy. Sheldon & Co., Chicago and New York.

Book of Cats and Dogs. D. Appleton & Co.

Friends in Feathers and Fur. D. Appleton & Co. Appleton Chat Primer. The Sentence and Word Book. D. Appleton & Co.

Froebel's Education of Man. A. Lovell & Co., New York.

Sadler's Hand-Book of Arithmetic. W. H. Sadler, Baltimore. Price, \$1.00.

The Coming Struggle for India. S. A. Maxwell & Co., Chicago. Price, \$1.00.

Examples in Arithmetic; Problems in Arithmetic. Scranton, Wetmore, & Co., Rochester, N. Y.

Improvement of the Mind. Isaac Watts, D.D. Edited by Stephen N. Fellows. Price, 75 cents. A. S. Barnes & Co., New York and Chicago.

Davies' Legendre, edited by J. Howard Van Amringe. Price, \$1.00. A. S. Barnes & Co., New York and Chicago.

A Brief History of the United States. Price, \$1.25. A. S. Barnes & Co., New York and Chicago.

## PAMPHLETS RECEIVED.

Examples in Primary Arithmetic. Scranton, Wetmore, & Co., Rochester, N. Y.

School-Room Budget-Songs. C. W. Bardeen, Syracuse, N. Y.

The Statue of Liberty Enlightening the World. North American Review. Price, 70c.

The Teacher's Commercial Value. C. W. Bardeen.

Teaching as a Business for Men. C. W. Bardeen.

German Simplified, Nos. 11 and 12. Gerald Pierce & Co., Chicago.

Eighth Annual Report of the Board of Education of Bridgeport, Conn., for the year ending July 14, 1884. Julius S. Hanover, President.

Hood's Sarsaparilla is purely vegetable. It does not contain any injurious ingredient.



Jan. 30, 1886.

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For valuable information send your address to  
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New York City.

### THE PUBLISHERS' DESK.

Many teachers have come habitually to look for some of the more advanced educational publications, to the reliable house of Thompson, Brown, & Co., 23 Hawley St., Boston. Among their books we may mention as specially worthy of attention, Meservey's Book-keeping series which have been adopted and are now used in more than six hundred cities and towns, and over seventy academies, in New England alone. This firm have also just published an elementary text-book on Political Economy, by the same author.

The Co-operative Life and Accident Association of the United States, home office, 171 Broadway, is one of the most popular and prosperous of the assessment companies. Its steady and substantial growth, and special features, exclusively its own, are well worth consideration by all who desire life and accident insurance at actual cost. This special feature, life and accident insurance combined in one membership without additional cost for fees or dues for accident insurance, members supplying the accident indemnity fund only, is very popular. The membership of this association is largely made up from the most prominent business men, bankers, and professional men of this city and vicinity, which, with its low death rate and prompt payment of all just claims, speaks well for the ability and good judgment of its management. They are now offering special rates to teachers and school officers, who desire insurance, as well as those wishing to act as their agents. For further particulars, see advertisement in another column.

The constant mental strain to which all teachers are subject produces a nervous and physical exhaustion but little understood and appreciated by those not familiar with the cares, perplexities, and responsibilities of the profession of teaching. The fact remains, however, that at the expiration of a season's work there are but few teachers or professional educators that are not in imperative need of a complete change of scene, climate, and social intercourse. During the approaching season the National Educational Association meeting to be held at Topeka, Kan., not only provides an opportunity for recuperation in all these particulars, but for professional advancement as well. In view of these facts, it is to be presumed that all who possibly can will attend the teachers' meeting in July at Topeka. The route that may be selected to reach that city will have much to do with the full enjoyment of such a vacation excursion. If, however, you travel by the Burlington route, C. B. & Q. R. R., you cannot fail to experience the greatest possible amount of pleasure attainable in a railroad journey. By that route you will ride over a smooth track and perfect road beds on elegantly equipped through trains, provided with every modern appliance or device that will add to safety and comfort.

The direct line to Topeka from Chicago or Peoria is via the Burlington route to Atchison or Kansas City, but in addition, it runs Fullman sleepers direct to Topeka without change from Chicago. This last fact is an important one, as it enables a person to make the entire journey from most points in the east through to Topeka with but one change of cars—at Chicago, where excursionists generally desire to make a stop-over. The Burlington route is also the only line with its own track from Chicago, Peoria, or St. Louis direct to Denver, either by the way of Kansas City, or Council Bluffs and Omaha. On this account it has become the principal line to the mountain resorts of Colorado, and to San Francisco. For further information concerning the Burlington route, address Percival Lowell, General Passenger Agent C. B. & Q. R. R., Chicago.

There is much complaint among teachers, parents, and others interested in the welfare of children against the scarcity of really good books of selections for their use. There are many books of this nature, but they are often filled with either old-time, worn-out pieces and dialogues, or their contents are weak, trashy and of no account. While all recognize the necessity of selections and amusements for the children, they are at a loss where to get good books for school and home use. In view of this demand we would mention the firm of Henry A. Young & Co., 55 Franklin St., Boston, who have had considerable experience in educational publishing, and who have prepared a list of books of this kind which teachers would do well to examine. The publishers furnish catalogues free on application.

### JUST AS BAD AS PAINTED.

#### Widespread Commotion Caused by the Terrible Confession of a Physician.

The story published in these columns recently, from the Rochester, N. Y., *Democrat and Chronicle*, created a deal of comment here, as it has elsewhere. Apparently it caused even more commotion in Rochester, as the following from the same paper shows:

Dr. J. B. Henion, who is well known, not only in Rochester, but in nearly every part of America, sent an extended article to this paper a few days ago which was duly published, detailing his remarkable experience and rescue from what seemed to be certain death. It would be impossible to enumerate the personal inquiries which have been made at our office as to the validity of the article, but they have been so numerous that further investigation of the subject was deemed necessary.

With this end in view a representative of this paper called on Dr. Henion at his residence on Andrews street, when the following interview occurred: "That article of yours, doctor, has created quite a whirlwind. Are the statements about the terrible condition you were in, and the way you were rescued, such as you can sustain?"

"Every one of them and many additional ones. I was brought so low by neglecting the first and most simple symptoms. I did not think I was sick. It is true I had frequent headaches; felt tired most of the time; could eat nothing one day and was ravenous the next; felt dull pains and my stomach was out of order, but I did not think it meant anything serious. The medical profession has been treating symptoms instead of diseases for years, and it is high time it ceased. The symptoms I have just mentioned, or any unusual action or irritation of the water channels indicate the approach of kidney disease more than a cough announces the coming of consumption. We do not treat the cough, but try to help the lungs. We should not waste our time trying to relieve the headache, pains about the body or other symptoms, but go directly to the kidneys, the source of most of these ailments."

"This, then, is what you meant when you said that more than one half the deaths which occur arise from Bright's disease, is it, doctor?"

"Precisely. Thousands of diseases are torturing people to-day, which in reality are Bright's disease in some of its many forms. It is a hydra-headed monsieur, and the slightest symptoms should strike terror to every one who has them. I can look back and recall hundreds of deaths which physicians declared at the time were caused by paralysis, apoplexy, heart disease, pneumonia, malarial fever, and other common complaints, which I see now were caused by Bright's disease."

"And did all these cases have simple symptoms at first?"

"Every one of them, and might have been cured as I was by the timely use of the same remedy. I am getting my eyes thoroughly opened in this matter, and think I am helping others to see the facts and their possible danger also."

Mr. Warner, who was visited at his establishment on North St. Paul street, spoke very earnestly:

"It is true that Bright's disease had increased wonderfully, and we find, by reliable statistics, that from '70 to '80, its growth was over 250 per cent. Look at the prominent men it has carried off, and is taking off every year, for while many are dying apparently of paralysis and apoplexy, they are really victims of kidney disorder, which causes heart disease, paralysis, apoplexy, etc. Nearly every week the papers record the death of some prominent man from this scourge. Recently, however, the increase has been checked, and I attribute this to the general use of my remedy."

"Do you think many people are afflicted with it to-day, who do not realize it?"

"A prominent professor in a New Orleans medical college was lecturing before his class on the subject of Bright's disease. He had various fluids under microscopic analysis, and was showing the students what the indications of this terrible malady were. And now, gentlemen, he said, 'as we have seen the unhealthy indications, I will show you how it appears in a state of perfect health,' and he submitted his own fluid to the usual test.

As he watched the results his countenance suddenly changed—his color and command both left him, and in a trembling voice he said: 'Gentlemen, I have made a painful discovery: I have Bright's disease of the kidneys.' And in less than a year he was dead. The slightest indications of any kidney difficulty should be enough to strike terror to any one."

"You know of Dr. Henion's case?"

"Yes, I have both read and heard of it."

"It is very wonderful, is it not?"

"No more so than a great many others that have come to my notice as having been cured by the same means."

"You believe then that Bright's disease can be cured?"

"I know it can. I know it from my own and the experience of thousands of prominent persons who were given up to die by both their physicians and friends."

"You speak of your own experience; what was it?"

"A fearful one. I had felt languid and unfitted for business for years. But I did not know what ailed me. When, however, I found it was kidney difficulty, I thought there was little hope, and so did the doctors. I have since learned that one of the physicians of this city pointed me out to a gentleman on the street one day, saying, 'There goes a man who will be dead within a year.' I believe his words would have proved true if I had not providentially used the remedy now known as Warner's Safe Cure."

"Did you make a chemical analysis of the case of Mr. H. H. Warner some three years ago, doctor?" was asked Dr. S. A. Latimore, one of the analysts of the State Board of Health.

"Yes, sir."

"What did this analysis show you?"

"A serious disease of the kidneys."

"Did you think Mr. Warner could recover?"

"No, sir. I did not think it possible."

"Do you know anything about the remedy which cured him?"

"I have chemically analyzed it and find it pure and harmless."

Dr. Henion was cured five years ago and is well and attending to his professional duties to-day, in this city. The standing of Dr. Henion, Mr. Warner, and Dr. Latimore in the community is beyond question, and the statements they make cannot for a moment be doubted. Dr. Henion's experience shows that Bright's disease of the kidneys is one of the most deceptive and dangerous of all diseases, that it is exceedingly common, but that it can be cured if taken in time.

As a rule lawyers are a brave class of men. "It's conscience that makes cowards of us all," you know.

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A dentist at Triangle, N. Y., once received an order for a block of teeth as follows: "My mouth is three inches across, five-eighths inches through the jaw; sum hummocky on the edge; shaped like a horse-shoe, toe forward. If you want me to be more par ikkar I shall have to come thar. Yours truly—"

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"Brown's Bronchial Troches" have been before the public many years, and are everywhere acknowledged to be the best remedy for all throat troubles.

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Lady to small boy: "Then you have never had educational advantages?" Boy scratches his head and says: "No, mumm; not that I knows of. But I've had airy-sipulas. If what you said is worse nor that, I don't wanter ketch it."

**Chronic**

Catarrh destroys the sense of smell and taste, consumes the cartilages of the nose, and, unless properly treated, hastens its victim into Consumption. It usually indicates a scrofulous condition of the system, and should be treated, like chronic ulcers and eruptions, through the blood. The most obstinate and dangerous forms of this disagreeable disease

**Can be**

cured by taking Ayer's Sarsaparilla. I have always been more or less troubled with Scrofula, but never seriously so until the spring of 1882. At that time I took a severe cold in my head, which, notwithstanding all efforts to cure grew worse, and finally became a chronic Catarrh. It was accompanied with terrible headaches, deafness, a continual coughing, and with great soreness of the lungs. My throat and stomach were so polluted with the mass of corruption from my head that Loss of Appetite, Dyspepsia, and Emaciation totally unfitted me for business. I tried many of the so-called specifics for this disease, but obtained no relief until I commenced taking Ayer's Sarsaparilla. After using two bottles of this medicine, I noticed an improvement in my condition. When I had taken six bottles all traces of Catarrh disappeared, and my health was completely restored.—A. B. Cornell, Fairfield, Iowa.

For thoroughly eradicating the poisons of Catarrh from the blood, take

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saparilla. It will restore health and vigor to decaying and diseased tissues, when everything else fails.

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**Catarrh**

Is usually the result of a neglected "cold in the head," which causes an inflammation of the mucous membrane of the nose. Unless arrested, this inflammation produces Catarrh which, when chronic, becomes very offensive. It is impossible to be otherwise healthy, and, at the same time, afflicted with Catarrh. When promptly treated, this disease may be

**Cured**

by the use of Ayer's Sarsaparilla. I suffered, for years, from chronic Catarrh. My appetite was very poor, and I felt miserably. None of the remedies I took afforded me any relief, until I commenced using Ayer's Sarsaparilla, of which I have now taken five bottles. The Catarrh has disappeared, and I am growing strong and stout again; my appetite has returned, and my health is fully restored.—Susan L. W. Cook, 909 Albany street, Boston Highlands, Mass.

I was troubled with Catarrh, and all its attendant evils, for several years. I tried various remedies, and was treated by a number of physicians, but received no benefit until I commenced taking Ayer's Sarsaparilla. A few bottles of this medicine cured me of this troublesome complaint, and completely restored my health and strength.—Jesse Boggs, Holman's Mills, Albermarle, N. C.

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One of the cruellest retorts made by any musical audience is reported from California. A vocalist was warbling to her own great satisfaction, "Oh, would I were a bird." A tough miner replied: "O would I were a gun."

At the last meeting of the Conundrum Club the following was propounded:

"What is the difference between woman's sphere and woman's fear?"

After long and severe struggle the conundrum was given up, and the perpetrator said:

"One is a house, the other a mouse."

"Pa, can a camel go seven days without water?"

"Yes."

"Well, how many days could he go if he had water?"

The next thing Bobby knew he was in bed.

"I have such an indulgent husband," said little Mrs. Doll. "Yes, so George says," responded Mrs. Spiteful, quietly; "sometimes he indulges to much, doesn't he?" They no longer speak to each other.

Chicago has adopted by popular vote the new law for the conduct of its elections. The object of this law is to prevent such frauds as have been recently attempted both in that city and in Cincinnati. It provides for a registration, and no person can vote whose name does not appear on the register as a qualified voter. When once the polls are closed, the count of the ballots is to immediately begin at the place of the polling and continue until all are counted.

An Irishman who was sleeping all night with a negro, had his face blackened by a practical joker. Starting off in a hurry in the morning, he caught sight of himself in a mirror; puzzled, he stopped and gazed, and finally exclaimed: "Begorra, they've woke the wrong man!"

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